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ABSTRACT

This document describes the 1962 Emory University French Institute at Besancon, organized for American high school teachers whose experience in France was limited or not recent. The report covers publicity for the institute and response to publicity; criteria for admission; selection; data concerning participants; curriculum; audiovisual aids; the activities program; academic credit; housing and meals; staff meetings; and evaluation of the institute. Appendices include sample publicity; a list of participants, staff members and home institutions; schedules; photographs and publicity; and test scores. (CLK)

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FINAL REPORT
ON THE
NATIONAL DEFENSE LANGUAGE INSTITUTE

CONDUCTED BY
EMORY UNIVERSITY
AT BESANÇON, FRANCE
JUNE 20 TO AUGUST 21, 1962

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FINAL REPORT OF THE DIRECTOR
ON
THE NATIONAL DEFENSE LANGUAGE INSTITUTE
FOR
(SECONDARY) SCHOOL TEACHERS
OF
FRENCH

CONDUCTED BY
EMORY UNIVERSITY
AT BESANÇON, FRANCE
Pursuant to a contract
with
THE UNITED STATES OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

From: ____________________
To: ____________________
Number of weeks: 9
Total no. of participants: 79
Public school participants: 76
Private school participants: 3
Total Government support: $134,526.00

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1. PURPOSE AND OBJECTIVES OF THE INSTITUTE

The Emory University French Institute at Besançon was organized to enable secondary school teachers to continue, in France, the work of their first level summer institutes. Subjects included the structural analysis of French and its application to language teaching; basic language skills (listening, speaking, reading, writing); new methods of teaching with emphasis on materials and techniques suited for advanced classes; French culture and civilization. Contacts between participants and the French environment were to be as close and direct as possible. The institute program included, therefore, not only a number of trips and organized visits, but limited classroom instruction during the seven weeks at Besançon to mornings, leaving afternoons for visits, in small groups, to various enterprises, establishments, and organizations, for conversations with French people to discuss problems, analyze their speech, or to establish situations which might be adapted in developing teaching materials. A varied program, drawing on the many resources of the University of Besançon and of its Institut de Langue et Civilisation Françaises, was to present as many aspects of France, and language teaching, as possible.

The institute was organized primarily for American high school teachers whose experience in France was limited, or not very recent. Therefore, sightseeing objectives were organized around those of major importance which every teacher will want to discuss with her class without, however, succumbing to a standard tourist schedule. An introduction to French educational institutions, and to international organizations in France, like UNESCO and the Council of Europe, also to the French theater, not only in Paris but at the festival in Avignon, were essential objectives and dictated our itineraries.

Since better language teaching remained the primary aim of the summer in France, we chose Besançon, the University which, at present, harbors the most outstanding language analysis and instructional programs in France. Professor Quemada is directing the Institut du Vocabulaire which, with a number of computers, analyzes structures and contexts, compiles dictionaries, historical word lists, concordances, and syntactical studies. He is also directing the Institut de Langue et Civilisation where contrastable studies are the basis for new language study guides, where eighty listening and recording booths, with appropriate monitoring and duplicating facilities, constitute the largest accumulation of language laboratory material in France, and where studies in phonemic contrasts and individual language "contours" add much interest to the practice of language learning. Besançon has become so renowned that the other language development project, at Saint-Cloud near Paris, conducts its summer programs at Besançon and that many students are turned away to give preference to teachers and directors of language programs. It was the purpose of our institute to inaugurate more active collaboration between American and French language studies and to make our teachers aware of numerous new developments in France.

II. PUBLICITY

7000 brochures were printed, since about 6000 were to be sent to teachers who had completed a first level summer institute, foreign language supervisors, coordinators, and government offices, with additional brochures destined for distribution in Besançon, along with French illustrative material, to acquaint citizens and organizations of our purpose and encourage their cooperation in permitting visits or letting participants enter their homes. See Appendix A for brochure, French announcement to accompany it, and other publicity.

Names of eligible participants were gathered from lists of former participants from the various institute directors, 43 for 1961, about 40 for the previous summers. Labels were typed in duplicate, partly by our office, partly by the Oregon Institute, but brochures were sent individually, an Emory and an Oregon brochure to each eligible candidate. Since no system is foolproof, some eligible teachers did not receive brochures but applied none-the-less. About 700 inquiries were received and the same number of application forms sent out with supplementary instructions. We made very sure, in our brochure and further instructions, to explain who was ineligible to apply, and received very few ineligible applications. Most of these were from teachers in elementary schools, or from former participants in institutes for secondary schools now teaching in elementary schools. While it seems most unfortunate that no second year French institute could accommodate this group, we could make no exceptions.

III. RESPONSE TO PUBLICITY

TABLE 1

NUMBER OF APPLICATION FORMS RETURNED

Public school teachers: 335 Private schools: 12 Total: 367

These figures exclude about 7 applications received after the deadline and about 20 where applicants became discouraged and never completed the gathering of necessary papers. Our request for complete transcripts may have discouraged some, but was most helpful for evaluation. All but a few of the applications came in response to our own publicity.

TABLE 2

GEOGRAPHICAL DISTRIBUTION OF APPLICANTS
(Private school applicants included in totals and separated in parentheses)

Alabama	4
Alaska	1
Arizona	1
Arkansas	1
California	26
Colorado	4
Connecticut	13
Delaware	4
Florida	6
Georgia	15 (1)
Idaho	2
Illinois	14
Indiana	9 (2)
Iowa	7
Kansas	3
Kentucky	3
Louisiana	4 (1)
Maryland	5
Maine	8
Massachusetts	12
Michigan	20
Minnesota	6
Mississippi	1
Missouri	9
Montana	5
Nebraska	1
Nevada	3
New Hampshire	4
New Jersey	12
New York	55 (3)
North Carolina	19
North Dakota	1
Ohio	14 (2)
Oklahoma	3
Oregon	5
Pennsylvania	11
Rhode Island	6
South Carolina	4
Tennessee	5
Texas	7
Utah	2
Virginia	10
Vermont	4
Washington	3
West Virginia	8
Wisconsin	5 (1
Canal Zone	1 (1
England	1 (1
Total	367 (12)

TABLE 3

DEPENDENTS OF APPLICANTS

Total stipendiaries	No. claiming no dependents	No. claiming dependents	Total dependents claimed	Average no. of dependents
355	162	193	197	1.4

IV. CRITERIA FOR ADMISSION

Applicants had to be eligible under the terms of the National Defense Education Act. In particular, we required:

1. Completion of a first level NDEA summer institute for teachers of French in secondary schools.

2. The unqualified endorsement of (a) the director of the previous institute, (b) the principal or department head of the applicant and (c) one other person.

3. A distinguished record in the first level institute and, as evidenced by transcripts, a good academic record.

Criteria for Admission - cont.

4. Two years of teaching in American secondary schools, including one year of French, or else, similar experience as a supervisor of teachers of French in these schools.

5. A certificate of employment as a teacher of French in grades 7 through 12.

6. A certificate of health from the personal physician declaring the participant free from communicable diseases and any infirmity which might prevent his completing the course at Besançon.

7. Promise to adhere to the following requirements: (1) not to bring family or relatives, (b) not to possess a car in France before the end of the program at Besançon, and (c) to speak French at all times.

The following persons were ineligible to apply: (1) native speakers of French, but not Franco-Americans; (2) former faculty of NDEA institutes; (3) former participants in NDEA academic year institutes, NDEA institute devoted to languages other than French, NDEA institutes for teachers in elementary schools, and second-year NDEA French institutes in the United States or abroad.

We aimed for a representative group from all regions and first-year summer institutes for teachers of French in secondary schools, with a maximum representation of five participants from any one summer institute. However, leadership in the profession was considered more important than area of origin.

While travel or study in France did not disqualify an applicant, extensive recent travel and study or prolonged residence was not desired, since we felt other candidates, equally outstanding, would benefit more from the experience.

Of these requirements, the certificate of employment was, in many ways, a duplication of the principal's recommendation and could, with proper instructions to the principal, have been eliminated. The medical certificate would, for another institute, have to provide a prescribed text, furnished by the institute and signed by the physician, since strange, nondescript scribblings on unmarked paper were received as often as complex medical estimates which required a physician's interpretation. Furthermore, the expense to applicants could be reduced if thermofax copies of transcripts in their possession were recognized, along with the originals. We used standard recommendation forms for principals, startled applicants by not always providing another such form for the second recommendation and, where any letter was acceptable, often received thermofax copies of standard forms prepared by participants. Directors were sent separate rating sheets for each participant (see Appendix B) in addition to a list on which to indicate the order of preference. These documents were sent to institute directors after the deadline for applications so that they could rate all former participants at one time. If post-institute faculty estimates were available to all directors, this would have been an easy task, and was in many cases. The rating sheet in particular was valuable and might become a standard form.

We propose no changes in admission criteria, but would, as stated, eliminate the certificate of employment and modify the medical certificate.

V. SELECTION

Since no system could be devised whereby the Oregon and Emory institutes would each have to screen only a section of duplicate applicants, and three quarters of our applicants applied at both institues, the screening of applications was time-consuming and strenuous. Four staff members looked over every folder, evaluated the recommendations we received as superior, excellent, good, or less complimentary. Selectees were all in the excellent and superior category for both recommendations and, in addition, were recommended by the directors. Transcripts were evaluated for overall average and professional preparation. Where an applicant never attained a B average at college, in graduate school, and at previous institutes, we were most reluctant to take them. Strange as this may be, some directors placed such applicants at the top of their lists; their own faculties could hardly have agreed with them. In one or two exceptional cases, we accepted such applicants on the director's repeated assurance that the candidate was more deserving than others from their institute.

The question of grades is controversial. Past experience and the summer at Besançon bears out that a good academic record, along with superior ratings in several categories, are the requirement of leadership. The very devoted, hard-working, but not too successful student is not going to rise as far in the profession, everything else being equal. In evaluating grades, we did, of course, observe trends and considered a record satisfactory when the last efforts were rewarded by high grades. If the institute program is to train leaders in the profession, we must make sure that our selection process identifies them for us.

Where possible, we tried to accept at least one candidate from each institute, but the best from many institutes were apparently not among those most highly rated by their faculties and directors;

the surprising inequality between the number of applications grouped by previous institutes was unexpected. Michigan State, Maine, and Colgage were institutes that must have urged everyone to apply, while others may have left their former participants with an undue sense of shame or modesty. Since Besançon specializes in corrective work and some of our staff members from Besançon and the United States have the same interest, we were anxious to take participants from institutes with lesser achievement levels (III, IV). In this connection, may we urge that the Institute Branch in Washington find a new terminology and distinguish between skill levels denoting institutes and the first and second level, i.e., first and second year summer institutes. This ambiguity of terms made us consider one applicant who said she had completed a level 2 institute and was now looking for a third level, to be either ineligible or too confused to be eligible--much to our regret because she was, in fact, no more confused than anyone else.

When, after our independent evaluations, the directors' estimate arrived, we found some surprising sequences, but in very many cases, new and most significant information. Everyone labelled uncooperativ was immediately eliminated, and in almost every case, our appraisal was greatly influenced, so much so that the success of our institute is due, to a significant degree, to these directors' estimates. With 3 applicants or more for every position that the Oregon and Emory institutes jointly had to offer, we could/con fine ourselves to those participants rated valuable members of the group, superior in progress, and in teaching potential.

A special problem was created by "Franco-Americans", teachers of French speaking parents who did not know France and were considered eligible to attend our institute but not that of the University of Oregon. The Bowdoin Institute had been organized for such Franco-Americans, but many other institutes also accommodated them, so that we had to limit the Bowdoin representation to 3, largely because so many other Franco-Americans from other institutes, all rated superior, should have an equal chance; the total size of this group was not to become unduly large. In several cases we accepted such applicants because we were the only institute they could consider.

With so much competition, minor considerations, such as a full load of French courses, became at times decisive, and this factor may have unfairly eliminated teachers from small towns where such a full load was not obtainable. Future service to the community had to be considered, and candidates very close to retirement had to give way to others, even though we accepted a number of teachers around 55. Particularly in view of our travel, we were reluctant to consider those near or beyond 60, with fewer years to teach. Our emphasis on recommendations often favored older teachers more likely to receive outstanding recommendations. The fact remains that it was very hard to refuse some excellent candidates and we wish we had had some 25 additional places, and more if teachers in elementary schools had also been able to apply. Second year institutes were more competitive this summer, by far, than first year institutes.

See Appendix B for form letters used in corresponding with participants and explaining selection procedures to other directors, Appendix C for lists of participants.

X. ACADEMIC CREDIT

Work at the Besançon Institute was considered the equivalent of 15 quarter hours of academic work, 5 in teaching methods, 10 in language and culture, all on the graduate level. It was, however, impossible to arrange registration in, or transcripts from, the Emory Graduate School. For this reason, the institute certificate contained the number of hours of work, course titles and grades (when these were desired by participants), but it did not automatically grant graduate credit. (See Appendix G.) Dean Lester of the Emory Graduate School wrote the following announcement, which was distributed to participants at the time of their acceptance:

> "The French Institute of Emory University at Besançon is a new venture for Emory. Participants must understand that they will be enrolled in the Institute but not in the College or Graduate School of Emory University. This means that Emory cannot assume responsibility for guaranteeing academic credit to participants.
>
> "The Institute will issue a Certificate describing the quality and quantity of the work involved and certifying that his is the equivalent of up to 15 quarter hours of work. However, since the participants are not enrolled in any division of the University, no other official document, save the Certificate from the Institute, will be issued. It will be the responsibility of each individual participant to make his own arrangements with regard to academic credit for the work in the French Institute. Emory University will not assume this responsibility."

We expect that direct awards of credits will be available in the future; this depends on trustee action and university policy. The Besançon institute is the first program in residence organized by Emory University outside the State of Georgia.

VI. DATA CONCERNING PARTICIPANTS

TABLE 4

PARTICIPANTS:

Secondary School Teachers of French

Public: 76 Private: 3

Note: One participant left the program because she was mentally and physically unable to carry on, despite a medical certificate to the contrary. A second fell and fractured her skull, but she did recover and rejoin us. Such cases present a special problem in overseas institutes. Upon registration each participant paid to the University a sum equivalent to nine weeks' stipend which, in case he leaves the program, is no longer due from Government funds. Thus passage to France was paid but not earned, and the return trip by chartered flight forfeited; $295 must be paid for a one-way return. Should someone return home within the first week, a debt of almost $600 would arise with only $100 on deposit to cover it. Some provision should be made to cover this possibility. (Our two women had sufficient stipend credit to cover most expenses not paid by deposit or insurance, but this might not always be so.)

TABLE 5

GEOGRAPHICAL DISTRIBUTION

Private school participants included in totals
and noted separately in parentheses.

Alabama	2
Alaska	1
California	6
Colorado	1
Connecticut	7
Delaware	1
Florida	2
Georgia	5 (1)
Illinois	2
Indiana	2
Iowa	1
Kentucky	1
Louisiana	1 (1)
Maine	1
Maryland	2
Massachusetts	3
Michigan	1
Missouri	2
Montana	2
New Jersey	4
New York	8
North Carolina	2
North Dakota	1
Ohio	3
Oregon	1
Pennsylvania	3
Rhode Island	2
South Carolina	1
Tennessee	2
Texas	3
Utah	1
Virginia	2
West Virginia	2
England	1 (1)
Total:	79 (3)

Note: A wide geographical distribution was desired, but outstanding qualifications were considered even more important.

TABLE 6

PARTICIPANTS: AGE DISTRIBUTION

Secondary School Teachers of French

Under 25	17	41 - 45	10
26 - 30	11	46 - 50	17
31 - 35	9	51 - 55	7
36 - 40	8	Over 55	0
		Total:	79

TABLE 7

PARTICIPANTS: SEX DISTRIBUTION

Secondary School Teachers of French

Men	28	Women	51

Total: 79

TABLE 8

PARTICIPANTS: MARITAL STATUS

Secondary School Teachers of French

Single, including widowers, divorcees	44
Married	35
Total:	79

TABLE 9

PARTICIPANTS: PREVIOUS STUDY IN FRENCH-SPEAKING REGIONS

	In France	Elsewhere	Total
1 - 3 Months	14	9	23
4 - 6 "	2	1	3
7 - 12 "	3	1	4
13 - 18 "	2	0	2
Over 18 "	0	0	0
		Total:	32

TABLE 10

PARTICIPANTS: PREVIOUS RESIDENCE OR TRAVEL IN FRENCH-SPEAKING REGIONS IN ADDITION TO TIME SPECIFIED ABOVE

	In France	Elsewhere	Total
1 - 3 Months	8	5	13
4 - 6 "	2	1	3
7 - 12 "	1	1	2
13 - 18 "	0	1	1
Over 18 "	1	0	1
		Total:	20

Note: While neither previous study nor travel in France was held against applicants, those with extensive travel and intimate knowledg of France were not chosen. We should be even more strict in this regard in the future, since participants with previous travel experience in France were less interested in scheduled excursions and activities.

TABLE 11

EXPERIENCE TEACHING FRENCH IN SECONDARY SCHOOL

Years	Total	Years	Total
Less than 1	0	16 - 20	3
1 - 5	54	21 - 25	0
6 - 10	10	Over 25	0
11 - 15	12		
		Total:	79

Note: We did not accept participants unless they had taught two years, including one year of French.

TABLE 12

DEPENDENTS OF PARTICIPANTS

Total stipendiaries: 76
Number claiming no dependents: 43
Number claiming dependents: 33
Total dependents claimed: 87
Average number of dependents: 1.14

VII. CURRICULUM (cf. Appendices D, schedules and special events, E, bibliography, F, staff listing.)

The academic program of the institute was confined to mornings, five days a week, with occasional afternoon or evening programs by visiting lecturers, and additional laboratory periods available on a voluntary basis three afternoons a week. The scheduled afternoon visits, primarily in the Besançon area, weekend excursions, and the travel before and after the formal program in Besançon, along with commentary and discussion, represented a cultural program of far greater importance than the civilization content of the morning classes. Contact with families who served many meals to participants films, theatrical performances and other evening programs further supplemented the academic program. For this reason, the morning programs (the only ones discussed in this section) emphasized applied linguistics, language improvement and language teaching. They will appear as a balanced program only if they are considered together with the activities program (section IX below); the two were planned jointly with this guiding principle, that extensive contact with the French population and French institutions was most important.

1. APPLIED LINGUISTICS. The tagmemic analysis of structures and exposition of phonemic contrasts aimed to analyze significant differences between English and French with two ultimate objectives: to enable the teacher to present these problems effectively to his classes and to improve his own language efficiency. Participants could learn the use and construction of pattern drills which might reinforce their feeling for "natural" French and internalize sounds and structures.

Ten hours per week were devoted to this program by each participant, three in basic lectures given to the entire group (Belasco, Léon), two in groups of 40 for basic explanations (Belasco, Delakas), all others in groups of 10, one for application and discussion of structural principles (Belasco, Delakas), two for structural drill (Caujolle, Smith), two for phonetic and phonemic exercises (Léon, Boisson). In the last two categories, two weekly classes were taught in the laboratory, with one instructor and one laboratory assistant available to the ten participants for immediate correction. The most outstanding feature of this program, and the most successful one, was the integrated but separate program in phonemics and phonetics, presented by one team of linguists (Léon, Boisson), with general analysis and drills presented by another team (Belasco, Delakas, Caujolle, Smith).

It had been our plan to divide the 80 participants into two sections of 40 according to their proficiency in linguistic analysis, then to subdivide each section into 4 groups of 10 along lines of language proficiency. The test given by Professor Belasco to make the basic division, however, proved that first level institutes had prepared only an insignificant minority (about 6 of 78) for linguistic analysis. Only these few could point to analogous segments (identified by symbols S, Subject; P, Predicate; C, Complement) in successive sentences. The ability to construct significant language drills on a linguistic basis was tested only incidentally. This practical and essential skill should be the basis for sectioning in the future, since it reflects understanding of basic contrasts and the use of transformations. The linguistics test, as administered, indicated the level of instruction appropriate to our participants, and was therefore most valuable. It did not permit sectioning by aptitude for linguistic analysis. Even though they were not grouped for formal instruction, however, the more highly skilled or motivated participants were given the opportunity to analyze sounds and patterns of local speech in speech in special activity groups organized at the times set aside for afternoon visits (cf. Section IX). The final examination in linguistics proved that participants had learned what we expected of them at the outset, and some had made remarkable progress.

Our organization involved close coordination between the general presentation, the practical interpretation and the drill or laboratory application of each topic. This coordination was not always fully realized, once because a visiting lecturer (André Martinet), in the same field but with a different approach, was scheduled during hours reserved for the linguistics program, once because an instructor was ill. Minor disturbances should be expected, but they create greater inconvenience in a complex schedule where some groups may have studied or practiced material which others do not have a chance to cover. This became particularly clear when the four-day excursion to Avignon eliminated a Thursday and a Friday program, and the delayed return of the group eliminated two classes on Monday. This meant that "small groups" met only two of four days in a one week period, and only half the groups could cover the assigned material.

If we add the great inequality in rates of progress, it becomes clear that the linguistics and other programs in a future institute must be planned as semi-independent units, each covering one week, with participants proceding as far as possible along indicated lines, but starting together on a new topic each Monday morning. Even so, the long hours of consultation of the linguistics staff will have to continue to assure a coordinated program. Great strides were made toward a closer integration of the different phases of our instruction, and careful planning in the future can eliminate the impression that we present "an uneven series of buckshot blasts" of instruction, rather than "a programmed sequence of concentrated volleys," as Professor Belasco put it. This was less true toward the end of the institute than after the first three weeks when the statement was made. It should be emphasized that student interest was always high, and even the "buckshot blasts" were fired in the right direction.

Basic topics were, and should again be, the levels of linguistic analysis (phonemic, morphological, tagmemic, etc.) and appropriate transformations to identify significant contrasts. Some problems should be studied in greater detail, such as the structure and function of the predicate. Extensive verb drills are needed to illustrate the use of verb phrases. The exposition of significant trends in contemporary French pronunciation and style is essential because it is most often in flagrant contrast to explanations in highschool texts.

Groups of five participants which had been planned for some phases of intensive drill were never established, because little could be gained from further division of groups and a more complex organization was not desirable. Added hours for laboratory practice and drill were established after three weeks, when a new laboratory became available and when some other time-consuming programs (especially family visits) had been slightly reduced. A sizeable number of participants took advantage of the supplementary laboratory periods, and the progress of some of our least fluent participants was notable.

Two lectures by Professor André Martinet of Paris illustrated different styles of speech and techniques of analysis. They were enthusiastically received.

The outstanding features of the linguistics program were not only the excellence of presentation, but the great amount of coordination between phonetics, linguistic analysis, the improvement of language skill, and the introduction of patterns and drills for classroom use; i.e., the coordinated presentation of language skills, applied linguistics and practical teaching methods. The very fact that there was no separate language program, and that many topics usually assigned to methods classes were stated or implied in the linguistics program, is the notable achievement of an active staff constantly intent on program improvement. In addition, the support of the University of Besançon, and in particular of the Institut de Langue et Civilisation Françaises of Professor Bernard Quemada, was invaluable. Numerous teams perfecting programs on a linguistic basis; the Institut du Vocabulaire actively engaged in linguistic analysis; visitors too numerous to mention who met staff members or participants informally, since they could not possibly be included in our program (e.g., Professor Carroll of Harvard University); materials prepared by Pierre Léon, Monique Léon and others, available in mimeographed and taped form; along with laboratory materials so extensive that only a very small portion could be used in our programs---all contributed to the atmosphere of research and development that makes Besançon the outstanding European center for applied linguistics. Our participants could hardly observe all of the programs at Besançon. They should, however, become acquainted with the many offerings of the University of Besançon, particularly in the fields of linguistics and methodology. This was accomplished by some visits and by lectures of Professors Quemada, Léon, Alhinc and others. We hope to increase these contacts in the future.

An independent and somewhat disconnected program was one hour a week of stylistics and composition (further practice in composition was provided by reports on afternoon visits, cf. Section IX), in groups of 10 (Renard), supplemented by three lectures on style and stylistics by Professor Mitterand of the University of Besançon. Too little was accomplished in the practical sections by participants not sufficiently advanced to undertake this discipline, and it was decided that, in another institute, the superior group would have two weekly hours of stylistics (or even more should the "superior" group form less than half the institute), leaving time for those less advanced to concentrate on pattern drills. Even so, the detailed analysis by Professor Renard of a number of texts (prose, verse, drama), her comments on contrasts between English and French style, and her survey of French versification were very much appreciated, as were Professor Mitterand's comments on styles of speech (the argot of students and others), and his introduction to stylistics.

The problems encountered by the stylistics class point to a more general question. When we selected participants, we purposely chose also from among category 3 and 4 institutes (lower levels of language proficiency) who had made notable progress in a previous summer. We found that these participants were far behind others on arrival, particularly since, on the other end of the scale, we accepted Franco-Americans, i.e., American born native speakers of French who had never been in France. Special programs for the less fluent participants are indicated not only by their lack of success in stylistics, but by their inability to engage in fruitful discussion during visits, to analyze the results of these visits or to write reports on them. Not only should they receive further pattern drill and laboratory exercises, but they should read simple texts and discuss them. This means that a special program for less proficient speakers of French is required. It could easily be organized at Besançon, but would have to be carefully planned from the beginning. In such a case we could expect more rapid progress and far greater accomplishment from this group. They are not complaining about the present program; no one in this group has made any suggestion along the lines here discussed, but our staff is aware of their problems and, while great progress is being made, feels that remedial work would make their institute program more effective.

2. METHODOLOGY. Three hours a week in groups of 40 (at times subdivided into work-groups of 10, at other times combined into one group), and one hour a week in groups of 10 (Gordon, Colaninno). The methods course aimed to acquaint the participants with materials developed in France for teaching French to foreigners, to analyze and evaluate the latest American texts and materials, with special emphasis on programs for the third and fourth years of highschool French, finally to prepare the level III (3rd year) examination of the National AATF French Contest, as a practical exercise in test construction and as a contribution to the profession.

About two and one half weeks were devoted to French audio-visual methods, two to American text materials and advanced language programs and two to the AATF Contest examination. Generally topics were presented to groups of 40, and assignments completed in groups of 10. Special attention was paid to psychological investigations and research, to basic assumptions and requirements. The French audio-visual materials were developed at Saint-Cloud by a team of collaborators, some of whom (Rivenc, Mialaret, Schertz) made outstanding contributions to our program as visiting lecturers (seven hours). This was possible because CREDIF, the teacher-training organization established in Paris, ran programs for 120 participants of their own during the last three weeks of our institute program. Adult classes using their text, Voix et Images de France, were observed on a limited scale by our participants, as was a class in English for beginning highschool students. This class was organized in connection with training programs for teachers in English for a study group of the University of Edinburgh, by Professor Capelle of BEL, a materials and research information center. The class was on the level of the best demonstration classes in our language institutes. In the same vein, relationships were established with CREC, a program designed to develop methods of teaching French civilization, and one of their visiting lecturers, Professor Yves Brunsvick, addressed our combined groups. As in the linguistics phase of our programs, we were able to benefit from many other groups studying at Besançon, all coordinated by Professor Quemada.

The preparation of the AATF Contest examination with 80 participants seemed unwieldy, and it is suggested that 20 participants could have achieved equal results with a smaller investment of time. We propose, should this project be again included in an institute, that it be limited to a small group particularly interested in testing and especially proficient in preparing drills.

Our institute made three attempts to procure a demonstration class: through the Spartanburg, South Carolina schools, through the United States Army Dependent Schools in Europe, and through the schools of Salt Lake City, Utah. The third of these organizations may provide us with a group if the institute is reorganized. Practical difficulties prevented a demonstration class this year. It might materialize in the future as an interesting parallel to the English class and the adult French classes.

The staff was hampered at times by the unavailability or non-arrival in France of materials that had been ordered. The use of tape recorders, turntables, projectors in class was cumbersome because this equipment had to be ordered for each class. We should, in another year, request the use of such items throughout the summer.

The methods program was supplemented by exercises assigned in the applied linguistics drill sections. It was a varied and rich program limited only by the time available, which made us discard several projects, including the presentation of practice teaching by some of the participants to others. This idea seemed somewhat artificial without a demonstration class, but it might be quite practical.

3. CULTURE AND CIVILIZATION. Two circumstances changed the program originally planned. On the one hand, afternoon visits and discussions planned by Professor Girod (described in Section IX below) were far more extensive and took more time. They were also very successful; so much so that they will become a part of civilization courses offered at Besançon during the academic year. On the other hand, Professor Georges Joyaux of Michigan State University decided a few days before the arrival of participants that the quarters for his family, including six children, were inadequate, and would not wait until others could be found. These two shifts left us with a full program, possibly fuller than anticipated, but also with a slight imbalance in terms of subject matter, for certain

topics of political, social and economic character, and also the modern novel, were to have been discussed by Professor Joyaux. Professor Simon did shift some of his topics, and Professor Petit of the University of Besançon gave four lectures, two on modern criticism and two on the contemporary novel. Participants spent one hour a week, rather than two as planned, discussing aspects of French civilization in groups of 10. We propose to reintroduce the second hour, to form groups of 20 for this purpose, and to establish an even closer relationship between these discussions and the afternoon visits. Many of these did coincide, dwelling simultaneously on aspects of the press, politics, religion, education and social questions, but more discussion was needed; for those less fluent (cf. section 1 above), it would have to be based on specific text assignments in the form of "controlled" rather than free conversation. Two lectures by visiting Professor Yves Brunsvick, one explaining UNESCO in its Paris buildings, the other, in Besançon, commenting on the French press, were among the many additional cultural programs (cf. Section IX).

A three-hour lecture course by Professor Simon concerned itself with the contemporary theater from Sartre to Beckett, and with contemporary poetry. Here again the "activities program" (Section IX) was an essential aspect of the course, the theatrical performances the group saw in Paris and near Besançon, and particularly the three performances by the Théâtre National Populaire (T.N.P.) at Avignon. The group had read two of the three plays (the third book order was misrouted), heard Professor Simon discuss the Giraudoux play at Avignon in the orchard of the Papal palace at a public lecture scheduled by the T.N.P.; his course emphasized not only this play---Tiger at the Gate---but also the entire conception of "popular" theater, within the framework of French theatrical production, and the importance of Jean Vilar. Professor Simon suggests that the group join the international youth groups from 50 countries. They attend plays, organize excursions, dances, and discuss many topics. A cordial invitation was received to let all or some of our participants spend a day with these groups, aged from 18 to 40. Such a program would add significance to our visit in Avignon.

Professor Simon discussed many authors participants did not have time to read, but contact with French people and institutions, and the French theater as a living reality, was more important than study time which will be available after their return to the United States. The course could have been oriented entirely around the theater festival. Its program---Molière, Goldoni, Giraudoux---suggested the topic of the evolution of the comic and tragic notes from the seventeenth century to the present, an ambitious and perhaps too vast an undertaking in limited time. The coordination between the literature course and the living theater seen by the group is, and should remain, one of its principal attractions, and Professor Simon's personal relations to the T.N.P. and other theatrical troupes is most valuable to our program. In the same manner, the group excursions and tours provided references and background for the group discussions. We would further increase the coordination between the "activities program" and the curriculum. We have gone a long way in this direction, and Section IX below must be read with constant reference to the present comments. Such coordination not only lends interest to the course; it is the only way to make group travel significant.

VIII. AUDIO-VISUAL AIDS. The University of Besançon added a laboratory this summer, thereby completing 110 listening and recording booths and 18 audioactive positions. Several of these laboratories were at our disposal at various times, but two laboratories, totalling 26 positions, were normally used by our participants, two hours a day on a scheduled basis and two additional hours three days a week on a voluntary basis. The preparation of tapes for each week's program and the supervision of laboratories, their maintenance and repair, presented no problems whatsoever because of the excellent personnel of the University of Besançon (Institut de Langue et Civilisation Françaises). Individual tape recorders were available upon requisition, but we would prefer in the future a permanent assignment of one or two such machines, especially for Saint-Cloud demonstrations. Four battery-operated tape recorders (transistorized) were brought from the United States to be used for "field-work," i.e., recording projects during visits scheduled either as linguistics projects or as cultural afternoon visits where special accents, vocabulary or unusual eloquence could be anticipated. These recorders could have been used more extensively.

In the largest lecture hall, available one to two hours a day, but used less frequently, projectors, screens and other aids were available. Lack of time prevented using all of the maps, slides and visual materials assembled for the institute. Films were shown in this auditorium to illustrate some lectures concerned with audio-visual instruction.

Entertainment films were scheduled once a week at a local theater, La Coupole, in the picturesque setting of an eighteenth century chapel whose dome shelters a motion picture theater with limited acoustics. Since the 16 mm. films locally available were uniformly inaudible, with very poor sound tracks, we ordered 35 mm. films from Lyon and showed them to our participants and to the families inviting them for meals. About 200 to 250 persons attended these performances each Tuesday evening, featuring a main film and short subjects. Even the 35 mm. films were obtained for half the cost of their 16 mm. equivalents in the United States.

Special charts illustrating the English teaching methods by Lado and Fries were procured, but somehow not incorporated into the linguistics course where they were to illustrate the use of pattern sentences, substitution and transformation drills in English, then in French. We should want to use them another year. Since the intensive English courses at Besançon use other methods, these charts would be of special interest.

IX. ACTIVITIES PROGRAM

All activities outside of class and laboratory instruction are grouped under this heading. They include (1) afternoon visits and related reports or discussions, (2) contacts with families, primarily for evening meals, (3) visiting lecturers and special events, (4) excursions from Besançon; travel before and after the institute program at Besançon. Each of these headings will be discussed separately. Together they constitute about three-quarters of the institute program; their importance was fully appreciated by our participants.

1. AFTERNOON VISITS AND RELATED DISCUSSIONS (See Appendix D for schedules.) For each of the seven weeks at Besançon, Professor Girod had planned group visits illustrating a specific aspect of French civilization, as exemplified by local enterprise. After a general introduction to the economy, a week was devoted to the watch industry, another to labor unions and social services, then others to cultural

activities and institutions (including religion), agriculture (including dairy production and vineyards) and forestry. The final programs on folklore involved no visits, but a masterly introduction by the Abbé Garneret, curator of the museum for folk art, discussed the remnants of what, fifty years ago, was still the way of life and thought in the Franche-Comté, while an exhibition by a folk dancing group presented traditions long lost in the region. In each case, a general exposé preceded visits which were, in turn, followed by group reports, some of which are to be reproduced and distributed to our participants. Much training is needed to seize the important aspects and even to ask pertinent questions during the exposés and visits. Understandably, the reports, while proof of enthusiastic participation and lively interest, are of very uneven quality. For example, it was not at all clear to many participants why they should visit a watch factory in France when they had no interest in the equivalent in the United States. Those who bought watches in Besançon were the first to change their minds, but everyone eventually came to see that an understanding of French civilization could hardly grow out of contacts with the academic profession exclusively, and that only the most varied contacts would be an adequate basis for discussion. In our program of visits participants were not grouped according to language ability as they were for instruction; on the contrary, it seemed essential to have several speakers of highest fluency in each group so that enough questions could be asked and active discussion would ensue. As we progressed, an attempt was made to let every participant choose from among the visits within the limits imposed by the need for adequate presentation.

As has been stated, the program of cultural visits was far more ambitious than had been anticipated, and took considerable time. It also presented too many choices: up to 17 simultaneous visits in related enterprises, which obviously could not all be of equal interest and pertinence. A more effective system of observation, discussion and reporting would result from fewer and larger groups. In another year only two (not three or even four) afternoons should be devoted to the visits, thus leaving time not only for adequate discussion and reports, but for lectures relating these visits to the more general aspect of French civilization. Discussions should be conducted by members of our faculty who have accompanied the visits. Thus the local emphasis of explanations, given during the "exposé" at the beginning of the week and during observation, would be balanced by general interpretations, and the visits would become more "useful" in terms of future classroom instruction by our participants.

It should be emphasized that many personal contacts resulted from these visits. When the personnel directing the enterprises and guiding our groups were invited to an institute reception, it was clear that here close ties had been established, just as in our relations with local families. Our participants had been able, more than other groups studying in Besançon, to make personal acquaintances and understand local problems through a variety of direct sources.

A few small groups of those who considered themselves linguistically inclined were taken by Professor Alhinc, in collaboration with Professors Belasco and Delakas, to interview farmers and artisans in the Besançon area. Professor Alhinc made excellent recordings by asking questions demanding long and detailed answers. The group also took part in recording. M. Alhinc transcribed some of these texts and had them reproduced, for much of the local patois was incomprehensible to the participants without transcriptions and explanations. The reports submitted by these groups noted some of the peculiarities of the patois. The inadequate description of intonation patterns points to the lack of training of even the most prepared and interested in linguistics; the lack of comment on structural differences illustrates the peculiar difficulties in identifying language with structure. This weakness is evident also in a report, prepared by our participants, on the teaching of French in third year highschool classes: it stresses "idioms" rather than "structural patterns." The "linguistics teams" carried on linguistic analysis on an amateurish level, emphasizing dialect study and only incidentally becoming aware of the problems of standard French that, in another year, should preoccupy the group. It might be quite possible to have some of our participants work in the Institut du Vocabulaire, identifying structures before machine coding. It must be pointed out, however, that our present endeavor had positive results: it took some of our participants into a rural environment of great anthropological interest, and it made them aware of some of the aspects of linguistic field-work. A much more methodical program for a very limited number of highly motivated and well-prepared participants is contemplated for next year, in the Institut du Vocabulaire and in the field, with the collaboration of Professor Quemada and Professor Wexler of the University of Manchester, who directs some of the summer research activities at the Institut du Vocabulaire.

2. FAMILY CONTACTS. An elastic system of evening meals with families had been arranged for groups of two or three participants with 76 families, many of whom spent part of the summer away on

vacation, and received our participants when they were in town. Four or five meals per week had been planned for every participant, often with two or three different families. In several instances, shifts were made to accommodate personal preferences; we always tried to satisfy individual wishes and did all we could to permit friendships to develop.

One of the unforeseen elements in these arrangements was the ceremony with which our participants were received. This meant that many times they left the Cité Universitaire about 7:30 p.m. and did not return until midnight. Sometimes the evenings seemed to become a contest of politeness, with participants and families not daring to admit fatigue. The fact that participants did not live with the families and were therefore only slowly accepted as "regular" members of them, tended to accentuate the formal reception and extend dinner programs. As a result, we asked our participants to discuss the situation with the families, and reduce the number of dinners if this seemed desirable. Even when the program of family dinners seemed to demand too much time and effort at first, it was eventually appreciated as one of the most valuable elements in our institute. The families were delighted with the experiences, and during the institute reception for them repeatedly expressed their satisfaction. They were particularly pleased because they did not have to house our participants, and therefore felt much more free. The institute, on the other hand, did not have to limit itself to families with extra rooms willing to forego summer vacations in order to house participants. We are convinced that the privacy of individual rooms at the Cité and the relative independence they allowed our participants is highly preferable to housing with families. Our program of dinners is more flexible and leads to more sustained communication and closer friendship. There were, of course, many motives that prompted families to welcome participants, ranging from genuine interest in meeting Americans to the frankly expressed desire for added income through our system of reimbursements (6 NF per meal).

The entire plan would have been unworkable without the extraordinary contribution of Madame Gaston Rameaux, for 25 years active in receiving Americans in the framework of the Experiment in International Living. In spite of the sudden death of her husband, who was to have assisted her, she established contact with the large number of families required and visited them periodically to check on the progress of their relationships. She also established schedules and accounts and made changes in appointments when these were requested.

In order to express our gratitude to these families and to the persons receiving us during afternoon visits, a reception for over 300 persons was organized at the Casino (paid for with participant funds after the group voted to spend up to $9.00 per participant). This gesture was greatly appreciated. The only suggestion for a coming year is to organize a reception in July, because many people were on vacation and could not come in August. Participants suggested a barbecue or some other way to bid them an American welcome. Such a celebration should not replace the reception at the Casino, which was the first visit to the outstanding establishment for some families, while others who go there more frequently "did not mind the honor," as Madame Rameaux expressed it.

The weekly films for our participants were open to the members of the families welcoming them. It was a way to make sure that on those days, at any rate, the majority of our participants would have finished eating before the beginning of the film, because the families usually drove them to the film showings. It was also a way to make the families feel welcome in our midst. The families were also invited to a performance of Othello (in French), at least to the extent that tickets were made available, paid for from participant funds (the participants having approved the invitation). (See Appendix D and Section 3 below for the film programs.)

In another year we should limit dinners with families to two a week per participant, preferably with two different families. They would then be free to extend their weekly dinner meeting with each family, if this is mutually satisfactory, to a maximum of four weekly dinners in July and three in August. This system would seem more advantageous than our present practice of scheduling four or five weekly dinners, later to be reduced. It should be noted that this year no dinners were scheduled in August except at the request of participants and families who wished to continue their contacts; the great success of the program became clear when the majority of the group voluntarily continued the dinner plan and did not limit themselves to one meal a week, as we had expected.

3. VISITING LECTURERS, SPECIAL EVENTS. The resources of the University of Besançon are such that coordinating our efforts and utilizing available programs and speakers became the primary problem. We brought to Besançon speakers in four areas whose contributions were appreciated by several groups besides our own: Professor Martinet, linguistics, whose first visit to Besançon attracted considerable attention; Professor Frédéric Deloffre, eighteenth

century literature, whose public from other groups would have been far more numerous had he been able to come at a time other than Friday night; Mrs. Ruth Craig, Foreign Language Consultant from California, whose comparison of ALM and Saint-Cloud materials in the presence of the many teachers attending CREDIF was of special interest; and Pierre Viala, actor and performer in poetic readings, who aroused the enthusiasm of all concerned. Our second group of speakers consisted of professors teaching at Besançon, or visiting other programs and also addressing our participants: Professor Mitterand in stylistics; Professor Petit, contemporary literature; Professor Rivenc, director of CREDIF, analysis of audio-visual methods and especially his research, aided by his assistants, Messrs. Janecek and Schertz; Professor Mialaret of the University of Caen, whose research in perception added significantly to the development of the Saint-Cloud materials. We were limited here only by the available time. We could include Professor Alvernhe, author of an introduction to reading and civilization (designed to follow the audio-visual course or parallel it) and her collaborator, Professor Yves Brunsvick, who spoke as head of the French UNESCO mission and whose lecture on the French press was attended by several of our participants.

We were unable to schedule the large number of visiting specialists, especially the distinguished group of linguists in residence at the Centre du Vocabulaire or visiting it for some time; a few of our participants managed to attend some of their daily conferences devoted to concepts of applied linguistics and to pedagogical applications. Conferences on machine translation and programming were too technical for our group even had time permitted.

Talks by John Carroll and Albert Valdman could not be included in our program. Regular and visiting professors in the resident summer programs of CREDIF (Centre de Recherches pour la Diffusion du Français), BEL (Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde) and CREC (Centre de Recherches pour l'Enseignement de la Civilisation) can supplement our program by lectures, audio-visual demonstrations and programs in French civilization. To schedule them, the number of afternoon visits and family dinners will be reduced. This will leave time for informal gatherings with students enrolled in these other programs; students who, for the most part, are French natives teaching foreigners, and whose experience is of the greatest interest to our participants. The directors of these programs are anxious to cooperate with us, and the leaders of the student groups approached us asking for informal evenings in common. We did not expect such a wealth of opportunities, and shall make a careful attempt to coordinate our efforts to still greater advantage. The fact that a number of these programs have adopted different methods is of special interest. Courses in French, English, German and Spanish organized at Besançon have a more structural and analytical approach than the situation-oriented Saint-Cloud materials and their adaptations, which are used in French, English, Russian and other languages. Experiments in frequency modulation to make the contrast between characteristic sounds of different languages audible to those unable to reproduce them easily (SUWAK machine of Professor Guberina) lend themselves to significant discussions.

During the last three weeks, the summer school, under the direction of Professor André, organized daily evening programs of special interest, as well as week-end excursions. Our participants could join in these only occasionally. A few of our group attended a performance of Tartuffe competing with one of our institute films that evening; a few may have attended the dances organized by other groups. A team of our vocalists brought home the first prize in a singing contest scheduled in the student center, "La Cave," a series of vaulted medieval cellars arranged for games, food service and student meetings, which is open all summer from 1 p.m. to 11 p.m.

Our films, scheduled for Tuesday nights in a local motion picture theater, were a major attraction the first weeks for our participants and the families receiving them. (We used 35 mm. films for better sound.) Toward the end of the summer the abundance of programs reduced our attendance. We should not continue our series beyond the fifth week in the future. Surprising as it may seem, a series of good French films is of interest to the Besançon families. The question of a surprised visitor---"You mean to say you are showing French films to the French?"---can be answered affirmatively with the comment, "Yes, and with great success." (For programs, see Appendix D.)

A number of special occasions should be singled out for their unique significance and interest:

The rector of the University not only attended our opening ceremony, followed by a small reception of the institute, but invited our entire group---including the staff and their families--to an elegant reception at the rectory. After this we could do no less than reciprocate and schedule the reception (cf. section 2 above) for faculty, families, directors of enterprises receiving participants and other friends of the program. Unfortunately, it was held at a time when the rector was on vacation. An earlier date for this reception would be advisable another year.

Two formal receptions were scheduled jointly for the Oregon and Emory institutes, one by the French cultural attaché in New York at the time of registration, and one at Tours, when our group visited the city during one of the first days of classes of the Oregon group at Tours. Both of these occasions were greatly appreciated.

Our final dinner, held before the group left Besançon, was a memorable event. When our program of songs, poetry and dramatic readings began after the meal was ended, the entire dining room at the Casino was ours, except for one table whose occupants were engaged in demonstrative loud conversation. When reminded that they were disturbing our program, these guests protested their right to have as good a time as anyone else; they insisted they had also paid for their food, and had the right to enjoy it. When the situation threatened to become tense, several of our group undertook to invite this party of six to join us and watch our program. One by one they settled contentedly on chairs in our area. Finally the gentleman most directly responsible for the interference bought champagne for the entire institute, explaining later in a brief speech that although he might at times be a person of bad manners, he did not have a cold heart. Our group was moved by this demonstration of friendship and by the generosity therein displayed. Under these conditions, and not without some nostalgia, the group readied itself for departure, after three final days in Paris. A special tribute must be paid to Professor

Simon, who arranged our farewell program. He encouraged our choruses and theatrical talent, and himself set an inimitable standard of performance.

4. EXCURSIONS AND TRAVEL. The institute spent one week in Paris (the first four and last three days of our stay in France), and six days on tour in Normandy, Brittany and the Loire Valley. During the seven weeks spent in Besançon, the group took one four-day trip to Avignon; two week-end excursions, one to Strasbourg and Nancy, the other to Chamonix; and two Saturday excursions, one around the lake of Geneva, and the other to Belfort and Ronchamps. Although some participants were excused each time, only the Chamonix and Ronchamps excursions were scheduled on a voluntary basis. (The latter was arranged by the participants.) Excursions as well as meals and hotels during the stay in Paris were included in the general fee for the institute ($775 including round-trip transportation from New York), but voluntary excursions were financed through special supplements (about $15 and $2, respectively).

As can be seen from the schedule of special events (Appendix D), the pace of these excursions and visits was rapid, with little free time except before departure in Paris. Even then an excursion to Versailles (for most participants) amd a day's trip to Rouen (for about 30 participants) were included. For the great majority of participants who had not seen France, these rapid trips represented an excellent introduction, and those who could take part in the complete travel program benefited the most. In some instances distances covered by bus in a single day were so large that sightseeing was virtually out of the question, especially during the return from Avignon via Grenoble, Chambéry, Annecy and Bourg. Heavy schedules like this should be avoided in the future. It must not be forgotten, however, that a brief introduction to France should be as varied and extensive as possible. Instructions had been sent, along with the requests for medical certificates, urging those unprepared for some physical exertion to remain at home. It is regrettable that one or two persons, obviously unprepared to take part in our program, came in spite of these instructions. They had to be excused repeatedly from classes and excursions for health reasons. In view of this experience, a health certificate with specified text should be prepared, asking the personal physician for greater assurances and making him understand what he is signing. (Certificates of good health had been submitted by everyone in the group.)

It was our intention to maintain a close link between our instructional program and these visits, but it was not always fully realized. The theatrical performances at Paris and Avignon were discussed in different courses, but the absence of an historical introduction to France made it difficult to integrate comments on the significance of cathedrals and castles and of a medieval passion play into our course discussions. Visits to organizations like UNESCO, the American Cultural Center in Paris and the Educational Center in Sèvres were well presented by speakers and guides, but such was not always the case en route, especially for historical monuments. The assignment of preparatory reading, the distribution of appropriate Michelin guide books, the more rational employment of faculty members (and not just guides provided by the Office du Tourisme Universitaire, in charge of arrangements) to comment during and after excursions--- all seem indicated for another year. Even so, our group received as many explanations as most, and endorsed our itinerary with very few requests for changes.

Two suggestions should be mentioned: first, that fewer châteaux in the Loire be visited, and the day gained be used to permit travel from Avignon to the Mediterranean; second, that a greater number of excursions be offered on a voluntary basis. The first suggestion is desirable, but the second raises some doubt, because it came from participants who had considerable previous travel in France. A compromise might be to excuse those not interested in a specific excursion, but to pay for the trips from common participant funds, thereby obliging those not accompanying the group to contribute to the expenses. The fact that 61 participants volunteered for the Chamonix trip and 30 for the one to Rouen, gives some indication as to what participation could be expected on a voluntary basis. The faculty felt rather strongly that a common experience of the group was desirable, and that once told about their obligation to accompany the group, participants should not be able to absent themselves from the program, except under the most unusual circumstances. Those with extensive travel experience or previous residence in France should not be chosen as participants.

One definite conclusion was reached as a result of our travel program: whenever practical, the group should be split. Even if travelling toward the same objective, the two buses carrying 40 to 45 people each should not travel together. As much as three hours a day were required for rest stops that could have taken half this time, without the long lines waiting for inadequate toilet facilities. Except for some larger railroad stations, no facilities can be found to accommodate and refresh 80 persons in a minimum of time and in cheerful surroundings. Furthermore, few hotels and restaurants (except those in the luxury class) can handle so large a group. These comments apply to bus travel; train travel from Besançon to Avignon would eliminate much strain, and is suggested for the future. At Avignon the possibility of successive four-day visits by two groups of 40 would improve our chances of getting good hotel reservations. Another suggestion for Avignon is that those interested participate in a one-day program of the "Jeunesses internationales," where students and teachers, ages 25-40, from 50 or more countries organize discussions and special programs to supplement the theater visits within the framework of the Avignon festival.

Just as the Emory institute was unique among institutes abroad in working within the framework of a foreign university, it may have been the only institute to entrust its travel programs to an organization such as the Office du Tourisme Universitaire (except for short excursions organized in Besançon). We benefited in many ways from this relationship. We received excellent theater seats on several occasions, and a number of official receptions---at UNESCO, Tours, Strasbourg---could be easily organized. The associations with the Institut de Langue et Civilisation Françaises at Besançon and the Office du Tourisme Universitaire were essential to the success of our program. Misunderstandings could not be avoided at all times in our first year of cooperation, but at no time was our group duly inconvenienced. We can look forward to an equally successful, but somewhat more efficient, organization of travel for the coming year.

X. ACADEMIC CREDIT

Work at the Besançon institute was considered to be the equivalent of 15 quarter hours of academic work: 5 in teaching methods, 10 in language and culture, all on the graduate level. It was impossible, however, to arrange for registration in or transcripts from the Emory Graduate School. For this reason the institute certificate contained the number of hours of work, course titles and grades, if the latter were desired by participants. (See Appendix G.) Dean Lester of the Emory Graduate School issued a statement to all participants which explained that they were not enrolled in the Graduate School (see page 10). We do expect that direct awards of credit will be available in the future.

XI. HOUSING AND MEALS

The class program was housed in the Granvelle Elementary School, immediately across the street from the Faculté des Lettres, where language laboratories---we used from 24 to 40 booths simultaneously---and a large lecture hall with audio-visual facilities were available. The institute had sufficient classroom space to divide into groups of 10 at any time, combine into two groups of 40 or one of 80, as required by the instructional program. The classrooms were large and well-lighted.

The Palais de la Bière, where the participants ate most of their meals, adjoined the Ecole Granvelle. They were housed three blocks away (up hill!) in the Cité Universitaire des Filles. Only the sick experienced any difficulty commuting to meals, but the Cité prepared many breakfasts for those unable to go out, and some meals were brought to the Cité from the Palais de la Bière.

The Cité is a two-year-old dormitory with individual rooms, running hot and cold water, adequate toilet and shower facilities. (Showers were limited to three days a week, but could have worked daily for a supplement no one wished to pay.) At 5 NF per day, these facilities were eminently satisfactory, and seemed superior to the accommodations in two star hotels where we stayed during our travels, even though these hotels were quite comfortable.

The Palais de la Bière served breakfast to all participants, lunch to all participants and the faculty, and dinner to those who chose to eat there rather than with families or in other restaurants. It is a three-star restaurant which habitually serves the summer school faculty. A standard menu, different every day, was provided. The fact that other restaurants never attracted as many participants in the evenings as the Palais indicates the quality of it meals, offered for 5.50 NF, whereas regular menus were priced from 10 to 25 NF. We have only one criticism: the service was slow. The two waiter apprentices procured for our group could hardly cope with the situation, particularly when they burned their hands or cut their fingers. It was decided that neither our group nor the reputation of the Palais de la Bière benefited from this economy, and slightly higher meal prices with more highly paid and efficient help would be welcome another year. Our difficulties should not be exaggerated, however. Even in the worst moments of strain, the Palais served our 80 participants in one hour's time, which is an accomplishment for a French restaurant even under ideal conditions. Those welcoming us in other locations were rarely able to match this timing. The owner of the Palais made a careful study of American tastes, and in anotger year will be able to meet the demands of our group more effectively.

Some difficulty was experienced with meal tickets and meal reimbursements to families. Next year we shall print a different type of ticket with each day clearly marked. The evening ticket for each day could then be used to reimburse either the Palais or the participant who ate in another restaurant, or the family indicated by the participant when he presents his ticket to our office. (It would not be proper to hand tickets to the families for reimbursement; Besançon families might consider such a system offensive.) Meals during excursions were paid by the University to the Office du Tourisme Universitaire. In a few instances, when the participants were free to visit and eat where they wished, they were reimbursed for meals. Reimbursement to families and participants was at the standard rate of 6 NF per meal.

Even though in France and surrounded by Frenchmen at all times, there were occasions when participants spoke English---especially in the Cité Universitaire and when they were shopping in town. This was true even though French students also lived in the Cité, as well as a number of institute faculty members. Constant reminders were needed. It was disappointing to find this lack of professional conscience in some members of the group. It is not felt, however, that different housing arrangements would have eliminated the problem. Housing and eating arrangements were most satisfactory.

XII. STAFF MEETINGS, FACULTY RELATIONS, ADMINISTRATION

Before the outset of the institute, the director consulted with staff members in Besançon, and verified arrangements for housing, family visits, afternoon visits and other events; also provisions for classrooms and other facilities. Some of the members of the local staff and some American staff members already in Besançon declared at this time that the pre-institute staff meeting, scheduled for June 23rd in Paris, would impose an undue hardship. As a result, several professors were excused from the meeting, held at the Office du Tourisme Universitaire, 137 Boulevard Saint-Michel, Paris 5. In a future institute, this meeting must be scheduled in Besançon. It should consist of at least one discussion before the arrival of the group in France, and several meetings before the beginning of classes.

The faculty meeting on June 23rd established contact between faculty members, presented the overall program, and settled a few questions of general organization, especially for the first week of the institute. It was too brief to lead to adequate curriculum planning in several departments, but could have been extended only if held in Besançon, where it will henceforth be scheduled.

Weekly faculty meetings, along with extensive departmental planning meetings and discussions between the director and individual faculty members, assured an ever smoother functioning of the program. With a more extended period of meetings before the onset of courses, and with continuity in our faculty, much of the initial uncertainty will be eliminated. It was particularly difficult to arrive at the close coordination necessary between lectures and small group discussions conducted by other faculty members, especially in the different aspects of applied linguistics and phonetics instruction. The system of a "key" lecture in general linguistics to set the theme for all of the applied classes and discussions was adopted the third week of our program, and added unity of purpose. Weekly faculty meetings lasted about two hours each. They were supplemented by section meetings.

The post-institute faculty meeting (August 15-16) evaluated each participant in general terms; individual judgments were added along with grades by each faculty member. In this manner a faculty recommendation concerning each participant can be passed on to all those who desire it.

Elements of this report were requested by the director long before the post-institute meeting, read and discussed at length. Suggestions for future institutes were discussed at two of the faculty meetings in the latter part of the summer. In this way much of the post-institute discussion was already completed when the faculty met for final evaluation. No one felt that the time for evaluation had been inadequate; on the contrary, tentative plans for two additional faculty meetings were cancelled.

The fact that several faculty members had no telephone, others were without adequate transportation, made communication difficult at times. Our secretary with his motorized bicycle was invaluable in distributing information and gathering grades. Telephone communications in the office were possible only from 9 a.m. to 12 noon, and from 2 to 5 p.m., but contacts at the luncheon meal, and also at habitual meetings after lunch and before dinner at "La Cave" (the student center with the least expensive coffee; also the locale of our faculty meetings, except the final evaluation) were most helpful. Necessarily, we followed French rather than American patterns.

Student-faculty relations were outstanding. Special help was always available, be it for academic matters, transportating baggage or providing ideas. The distant French professors did not seem to belong to our faculty. The willingness to assist the sick or plan special programs, especially on the part of Professor Gordon, extended beyond the call of duty.

A note concerning the extraordinary number of assistants in the administration and for special programs is in order. The need for separate offices in France and the United States added to the number of secretaries, but the two offices never worked full-time simultaneously. The extent of family contacts and afternoon visits increased the problem of organization and supervision, especially in a first year of operation. Once again, the persons listed in our staff were mostly part-time employees. Their number made it possible to cope in moments of stress, when a large number of contacts or visits had to be organized simultaneously.

XIII. GENERAL EVALUATION OF THE INSTITUTE

Participants for the most part will be devoting their entire time to the teaching of French:

Will teach 1 or 2 sections:	8	participants
" " 3 or 4 "	16	"
" " a full course load:	51	"
" continue their studies:	4	"
Total:	79	participants

This represents a shift of 11 participants (from 40 to 51) to full-time teaching of French. If teaching of German, Latin and Spanish were included in the category of a full load (of language teaching rather than French teaching), the total would be larger both before and after the institute, but the basic shift toward full-time positions would not be affected. Thus the second-level institute was an essential step in the professional careers of our participants. They are still far from over-prepared. About ten of them urgently need several more summers to attain sufficient fluency, and all but our native speakers of French need constant review. Their enthusiasm for the experience in France will, we hope, lead them back to Europe often enough to assure that their new proficiency is maintained.

The comments to follow will summarize faculty conclusions and participant opinion concerning each of the twelve previous sections.

1. The choice of Besançon as a location for our academic program was ideal. Participants appreciated the excellent facilities and, far more important, the extensive contact with the French population. The faculty was no doubt more aware than our participants of the opportunities for professional contact and exchange of ideas through the Institut de Langue at Civilisation Françaises. More interchange on the participant level will be planned in another year; the very wealth of opportunity set limits to what could be realized in a first year. Future expansion at Besançon, including new laboratories and important additions to the Institut du Vocabulaire, foreshadow even more rapid development in years to come.

The objective of discussing and developing methods for the instruction of French language and civilization on the advanced level bore only limited results, at least if one is to judge from participant reports in this field. Their actual contact with all aspects of French civilization will, however, make them far better teachers and enable them to contribute to the development of advanced programs, which remains one of the primary objectives of our profession. In future years, common investigations with such programs as CREC, and with new methods of presenting reading, developed by CREDIF, will go a long way toward developing a theory and practice of advanced instruction. A series of joint investigations, enabling our participants to associate directly with their French colleagues studying similar problems at Besançon, is planned for a future institute.

2. Publicity was adequate. Fewer brochures could have been printed for distribution to applicants. The French brochure used to inform families and organizations of our purposes was much appreciated.

3. Response to publicity was excellent. The group of teachers from among whom we selected our participants was so outstanding that we wish additional people could have been selected. We also feel, and wish to emphasize, that teachers of French in elementary schools need a second-level institute in France ready to receive them. We should be glad to add a FLES section if no single FLES institute is authorized. It could be accomplished easily, with the addition of one outstanding professor. (We already have several candidates.) It was with regret that we turned down so many outstanding applicants.

4. Criteria for admission were adequate. There was discussion as to whether or not the selection of "outstanding participants" from level 3 and 4 institutes was justified, however, in view of their lack of fluency and preparation. While some faculty members favored their elimination, it was felt that with careful selection and a special, intensive program which could easily be extended in

our laboratories and drill sections, the less fluent participants can make adequate progress at Besançon, and will greatly profit from the experience.

The inclusion of Franco-Americans (native speakers of French born in the United States but without previous travel in France) met the enthusiastic approval, not only of this group but also the faculty, while the selection of teachers with as much as one year of previous residence in France was seriously questioned. The frequent absences of some participants from class because of fatigue, raised the question of whether or not an age limit should be imposed in an overseas institute. The health certificate from personal physicians may have protected Emory University, but in its present form was not an effective bar to the admission of physically unqualified candidates. A form specifying that the applicant must be able to walk without difficulty and engage in an active program is suggested for a future year.

The requirement of a good academic record and of a minimum of two years' teaching experience was most useful, and should be maintained.

5. No changes in selection procedure are contemplated. Personal recommendations from directors of first-year institutes were most valuable. In instances where directors of first-year institutes cannot remember the qualifications of their former participants, inquiries should be sent to faculty members of these institutes, if at all possible, by the directors of first-year institutes themselves. The standard rating sheet for directors of first-year institutes was very useful.

6. The wide regional distribution was important. It was

appreciated both by participants and their French friends. Applicants from federal school systems protested that they should be included among "public school" participants in the future. This controversial request is passed on without comment.

7. The curriculum was interesting and varied. All departments and courses represented by the faculty claimed the need for additional time, as was the case in Emory's previous institutes. This is a sign of enthusiasm and seriousness of purpose. It will be desirable in a future institute to differentiate more carefully between the programs for those with considerable fluency and others less well prepared, and between those with broad linguistics background (a small minority indeed) and others unfamiliar with even the most elementary principles of linguistics. By so doing, selected groups of participants could receive more intensive courses in subjects particularly appropriate at their level of preparation. Such a flexible program is planned for the future.

The close integration of language and applied linguistics; the mutually supporting program in structural linguistics and phonetics; the parallels between language drill periods and discussions of methods, including the preparation of tests; the constant analogies between civilization courses and afternoon visits; the mutual support of literature courses and theatrical performance---all lent a unity to our program that added significance to each of its aspects. Coordination of instructional programs was gradually perfected, and toward the end of the summer was most satisfactory. The establishment of coordinated blocks on instruction, preferably in weekly units, can further refine this. A more adequate battery of placement tests will help in sectioning (technical difficulties disturbed our plans this year).

Participants frequently stated that they desired more study time, but were eventually convinced that their presence in France presented opportunities not to be sacrificed to libraries or lengthy reading assignments. Much necessary reading had to be postponed until the end of the summer. Some of this reading could well be required before the beginning of the institute; this year only Nelson Brooks' Language and Language Learning and Wylie's Village en Vaucluse were required pre-institute reading. Additional requirements, especially in linguistics, were suggested. Pre-institute tests would then section participants, and advance those who had prepared themselves through study and reading. A number of literary texts could also be required, so that discussions of style and ideas could assume more common knowledge. Utter unfamiliarity with the development of French thought and literature was more widespread than had been anticipated, and little time was available in France for the necessary background reading.

The course in French civilization needs the added discussion periods that were omitted due to the resignation of Professor Joyaux and the over-extended program of afternoon visits. Even so, the richness of the program was appreciated, and the hours spent in discussions with French families supplemented our instruction. Discussion groups for only ten participants were rather pointless in a civilization course; groups will be increased to 20.

The courses in methodology and linguistics emphasized how little correlation can be expected between the level of language fluency and the ability to prepare teaching materials, drills and tests, and to analyze structure and sound. Projects for small groups in teaching methods represent the best method of instruction. There were few lectures in this subject. Participants had much to learn from each other.

8. No other university or educational center in France is as well equipped as the Institut de Langue et Civilisation Françaises at Besançon, and it is particularly satisfying to realize that any funds paid for classroom and laboratory rental are immediately reinvested in more laboratories and equipment. The laboratory maintenance, the quality of laboratory assistants and the availability of facilities for regular and remedial work is to be especially noted, as are the very favorable conditions under which the institute films could be shown.

9. The activities program was outstanding in providing cultural contacts. The afternoon visits and family contacts were time-consuming but very worthwhile, and participants came to the conclusion that here lay one of the essential contributions of the institute. Even contacts with industrial or labor organizations that seemed of lesser interest to start with took on a special significance as part of the true picture of life in France. The friendships established in Besançon are the best commendation of our program. Participant reports on visits illustrate their wide scope of interest.

The program of visiting lecturers and visits to other programs could be further expanded, but even in its present form contributed immeasurably to our institute. Evenings with other student groups are easy to organize. One visiting observer from the United States complained that for the two weeks she had spent in Besançon she could not get away from discussions of methods and techniques.

No other center could provide as much intellectual stimulation, and the student center (La Cave) was at all times a place for animated discussion. We had indeed established our institute in the most important summer center for language study.

Our travel could be still better integrated into the course program and at times be taken in shorter daily stages. Participants did see as much of France as could be managed in a limited time, and judging from "free" week-ends spent as far away from Besançon as Rome and London, we moved too slowly rather than too fast for some of our more energetic participants. One or two visits to large industrial establishments should be included in another year. (A visit to the Peugeot factory had been planned, but was cancelled due to scheduling difficulties.) More informatio should be given concerning visits before departure from the United States, and more discussion should follow. Even so, it was an excellent program, of such scope and variety that it would be difficult to improve. Placing a major portion of travel on a voluntary basis, as was suggested by a few participants and facult members, would seem difficult to justify except in cases where participants had plans of equal variety and value. Participants who had already seen some areas to be visited could well be excuse to undertake a limited amount of independent travel. Applicants with extensive travel experience should not be accepted. The presence of faculty members in each tour bus was very valuable, and added a great deal to the orientation of participants.

10. Everything should be done to obtain arrangements for academic credit, but only one private school applicant withdrew with this as one of the stated reasons. The problem of academic

credit is not a major concern.

11. Housing and meals, as well as the proximity of classrooms, laboratories, dining and living accommodations could not be surpassed. Even the relative slowness of meals is no obstacle to a program when it facilitates contact with faculty and conversation. Prices were very reasonable. We are grateful to Professor Quemada for having procured these excellent facilities, especially in view of the demand by other groups.

12. Staff meetings were adequate. Communications were excellent in spite of some unaccustomed circumstances such as the lack of telephones in many faculty apartments. Additional planning and pre-institute planning in Besançon would be helpful.

On the whole, the institute seems unusually successful, its difficulties minor and its results well worth the special effort. Our organization within the framework of the Institut de Langue et Civilisation Françaises was the ideal solution under the circumstances. Our classroom, laboratory and living accommodations could thus be settled in a few minutes and in locations not otherwise available. Other problems arose but could be easily solved. The institute lost none of its originality or independence, but gained a great deal not only in convenience but in scope through contacts with other organizations. The faculty and participants feel extremely encouraged by our common experience, and are filled with enthusiasm for the future.

APPENDIX A

1. Brochure announcing the institute to teachers of French in secondary schools

2. Brochure announcing the institute to families and enterprises in the Besançon area

INSTITUT AMÉRICAIN
D'ÉTUDES FRANÇAISES SUPÉRIEURES

STAGE D'ÉTÉ 1962

Besançon 1er Juillet - 18 Août
Directeur : Professeur O. HAAC

EMORY UNIVERSITY
ATLANTA, 22 - **Géorgia**

En liaison avec l'Institut de Langue et Civilisation Françaises de l'Université de Besançon, l'Université d'Emory organise à Besançon, du 1er Juillet au 18 Août 1962, un stage d'Etudes Supérieures de Français.

Ce stage comprend 80 professeurs de Français représentant les écoles publiques (76) et privées (4) de leur pays. Les participants sélectionnés pour leurs qualités personnelles ont tous déjà assisté à un stage préparatoire dans diverses Universités Américaines. Ils sont boursiers du Gouvernement Fédéral Américain et se sont engagés à parler exclusivement le français.

Le programme comporte : le matin des conférences et travaux pratiques, l'après-midi l'étude individuelle et par groupe de problèmes ou de réalisations d'intérêt régional. Les activités de la soirée (films, conférences) seront ouverts au public dans la limite des places disponibles.

Le but des participants est non seulement de perfectionner leur connaissance de la langue parlée, mais d'étudier les nouvelles méthodes d'enseignement. Plus généralement ils souhaiteraient, pendant leur séjour, participer à la vie réelle de Besançon et de ses habitants, pour que s'établissent des liens solides de culture et d'amitié.

Les familles ou personnes qui souhaiteraient entrer en contact avec les stagiaires américains sont priés de s'adresser au :

SECRÉTARIAT DE
L'INSTITUT DE LANGUE ET CIVILISATION FRANÇAISES
(Emory University)

18, Rue Chifflet, BESANÇON

APPENDIX B

1. Form letter to applicants, January 1962
*2. Rating sheet for first-level institute directors
*3. Evaluation sheet for first-level institute directors
4. Notification of acceptance, April 10 (4 pages)
5. Questionnaire, April 10
6. Notification of appointment as an alternate, April 10
7. Notification of refusal, April 10
8. Letter of explanation of refusal, sent in case of further inquiry
9. Confirmation of deposit and further information to selectees, April 25
10. Notice about statement on academic credit, May
11. Statement concerning academic credit, May
12. Further information to selectees, May 17
13. Letter to families in Besançon assigning participants for evening meals
14. Letter to families and directors of Besançon enterprises, inviting them to the institute reception

(*--not in all copies)

FRENCH INSTITUTE
EMORY UNIVERSITY

January 1962

Dear Applicant:

Thank you for your interest in our institute at Besançon.

We are enclosing a second copy of our brochure because we have a number of requirements in addition to those of other institutes. Read it carefully, and in particular, do not fail to:

a. have TWO persons recommend you including the principal or department head and one other person, or both your principal and department head. Do NOT write your former institute director. We shall do this for you: question 9 of the application blank calls for your former director's address. Please, give us also his name in answering question 9.

b. send us complete transcript of all undergraduate and graduate courses; these will substantiate your entries in question 27. We ask you to be sure these entries are complete.

c. send us a certificate of employment stating you are teaching in grades 7 through 12.

d. send us a certificate of health.

e. be very clear in stating your experience in France. Former travel or study in France does not disqualify you, but we must know the full extent of your preparation (see question 31).

If you are appointed as a participant or as an alternate we shall ask you to get passports and give your travel information. Do not ask for this now.

Please, do not apply if you find that you are in one of the ineligible categories listed in the brochure; we cannot make exceptions. However, the expression "native speaker of French" is subject to interpretation. If you have lived in France or in a French speaking country for a considerable time you are ineligible, but we will accept "Franco-Americans". If you are in these categories you must add a letter and explain your status in detail.

Sincerely yours

Oscar A. Haac

Oscar A. Haac
Director

RECOMMENDATION FORM FOR

NOTE: IF THE INSTITUTE DIRECTOR IS NOT AVAILABLE, HIS REPRESENTATIVE SHOULD COMPLETE THIS FORM SINCE DELAYS WILL VOID ITS USEFULNESS.

NAME ____________________

ADDRESS ______________________

SCHOOL ______________________

INSTITUTE ____________________ 1959 1960 1961 (First level French for teachers of secondary schools)

Dear Collegue and Institute Director:

Would you be so kind as to indicate your appraisal of your former participant whose name appears above. This form will be the most important single item in the dossier we are preparing for each of the applicants for the Emory French Institute at Besançon. Please fill it out and return it even though you have written a letter for this candidate or have rated him previously. Along with checkmarks in the appropriate rating sections we should appreciate any comments you wish to make. Return these sheets immediately and by air to assure that we can select participants from your institute.

Thank you for your help and cooperation.

Sincerely yours

Oscar A. Haac

Oscar A. Haac, French Institute
Emory University, Atlanta 22, Ga.

ORAL FLUENCY (check one)
- Top 5% of your institute
- Top 10% " "
- Top half " "
- Lower half " "

TEACHING POTENTIAL
- Exceptional
- Above average
- Average
- Below average

PROGRESS
- Exceptional for your institute
- Above average in the group
- Average
- Below average

WRITTEN COMMAND OF FRENCH
- Top 5% of your institute
- Top 10% " "
- Top half " "
- Lower Half " "

INITIATIVE and ORIGINALITY
- Exceptional
- Above average
- Average
- Below average

LEADERSHIP
- Natural leader
- Valuable member of any grou
- Cooperative
- Uncooperative

COMMENTS (use reverse side if necessary):

EMORY UNIVERSITY
FRENCH INSTITUTE

NAME; ______________________ First Level Institute __________

Check Sheet

1. Recommendation 1 2 Director
2. Transcript College Graduate Ac. Yr Grad. Summer
3. Health certificate
4. Certificate of employment

Rating Sheet

Principal's recommendation	Sup.	Exc.	Good	Other	
Second recommendation	Sup.	Exc.	Good	Other	
Director's recommendation	Sup.	Exc.	Good	Other	
Transcript undergrad. average	A	A/B	B	B/C	Other
Transcript graduate average	E	G	Other		
" second grad. average	E	G	Other		
" third grad. average	E	G	Other		

Age: _____ No of Dependents _____ Advanced degree(s) MA Ph.D.

Yrs of teaching _____ Years of teaching French _____
No sections of French taught 1 2 3 4 5

French travel: None
1/3 months or 1 entire summer
3/6 months or 2 entire summers
less than 2 years
more than 2 years

Study in France None
1 summer
2 summers
less than 2 years
more than 2 years

Other French experience ______________________________

Notable Quality ______________________________

Notable Deficiency ______________________________

FRENCH INSTITUTE
EMORY UNIVERSITY

April 10, 1962

Dear Participant:

You have been chosen from among four hundred applicants. You can be proud of your record and of the recommendations submitted on your behalf. We are happy to welcome such an outstanding group to our institute at Besançon. Please read the following comments carefully and follow our instructions promptly in order to simplify your departure, in little over two months, and make your stay in France a pleasant one.

Acceptance: Questionnaire and Deposit

Your acceptance on the enclosed questionnaire, along with a $100 deposit, must be postmarked no later than April 25; any delay will result in the immediate appointment of an alternate candidate in your place. Make sure you do not miss the deadline. The $100 deposit is refundable until May 15.

Academic Credit

The Dean of our Graduate School is asking you to consider the following statement:

"The French Institute of Emory University at Besançon is a new venture for Emory. Participants must understand that they will be enrolled in the Institute but not in the College or Graduate School of Emory University. This means that Emory cannot assume responsibility for guaranteeing academic credit to participants.

The Institute will issue a certificate describing the quality and quantity of the work involved and certifying that this is the equivalent of up to 15 quarter hours of work. However, since the participants are not enrolled in any division of the University, no other official document, save the certificate from the Institute, will be issued. It will be the responsibility of each individual participant to make his own arrangements with regard to academic credit for the work in the French Institute. Emory University will not assume this responsibility."

Duplicate Application Blank, Passport, Immunization.

Apply for a passport immediately and send us the passport number on the enclosed duplicate institute application blank, which we are asking you to fill out for duplicate files at Emory and abroad. We need your passport number (on the institute application blank) just as soon as you can get it to us. Carefully read the instructions on the passport application blank. Passports issued after September 14, 1959 are valid three years and may be renewed for up to five years. When getting passport photos, also get some smaller pictures for student cards at Besancon and other purposes.

We are sending you also immunization certificates. Make sure you have been vaccinated against smallpox since August 22, 1959 and that this is recorded on the certificate which must accompany you as well as the passport. You may wish other inoculations and they should also be recorded.

Registrations and Baggage

Registration is scheduled between 1:00 and 2:00 P.M. on Wednesday, June 20, at the French Cultural Services, 972 Fifth Avenue, New York 21, with a reception by the Cultural Counselor, Mr. Edouard Morot-Sir. We want you to stay in New York the night before and are arranging for special hotel reservations at about $5.00 per person (double occupancy), for those who have no friends or family in or near the city. Do not bring your baggage to 972 Fifth Avenue but check it, or have the hotel check it with Air France at the East Side Terminal, First Avenue at 38th Street, so it can be sent to Idlewild Airport. You are limited to 66 lbs of baggage and can take no more than 2 small suitcases on our scheduled trips. Some of you may wish to bring a transistorized tape recorder, battery operated with sufficient batteries; they should not weigh over 6 lbs. If you can find no such recorder, write Professor Daniel Delakas, of our staff, at Ripon College, Ripon, Wisconsin.

Payments at Registration

At the time of registration, participants must pay the remaining cost of transportation, room and board, $675.00. For public school teachers this happens to be the equivalent of 9 weeks of stipend which will be paid at registration. Private school teachers must bring $675.00 with them to registration, public school teachers need not do so.

Public school participants will also receive dependency allowances at registration. They should, however, not expect to be able to cash these checks but, rather, send them to their dependents. Everyone should have acquired sufficient cash and foreign exchange to cover personal needs before registration. Note that all expenses prior to embarkation are at your charge, and that you need about $250.00 for incidental expenses, books and materials while overseas. Experience has shown that a person who lives economically can get along on $25.00 a week, but hardly on less. Bring these funds in traveller's checks for your protection and because you can obtain some discounts if you pay by traveller's check.

One more word about dependency allowances. Some of you seem to have misunderstood the method of computing them and certain claims have to be verified. Please check your figures on this basis: If during the tax year 1961 you earned more money than your spouse, not counting institute stipends and other non-taxable income like scholarships, you may claim dependents; if you made less money than your spouse, you have no dependents. In addition, you must have provided more than half the subsistance of your dependents to be able to count them.

Preparatory reading

In preparation for the institute, we suggest you read the following books if you have not already done so.

Nelson Brooks, Language and Language Learning, Harcourt, Brace
Edward Stack, The Language Laboratory and Modern Language Teaching, Oxford
Lawrence Wylie, Village in the Vaucluse, Harvard
or better
Village en Vaucluse, Houghton Mifflin, with an added chapter

If your last institute did not introduce you to these works, be sure to read them.

Plan for France

Besançon may be warm, but one should expect cool weather and rain; limit your wardrobe to essentials but be prepared for varying weather conditions.

Our itinerary will be the following:

June 20: Departure from New York

June 21-23: Tour of Paris. Address: Emory French Institute c/o Office du Tourisme Universitaire, 137 Boulevard Saint-Michel, Paris 5, France.

June 24 - July 1: Trip to Normandy, Brittany, and the Loire Valley, address as indicated above.

July 1 - August 18: Study in Besançon. Address: Emory French Institute, Faculté des Lettres, 30 rue Mégevand, Besançon (Doubs), France.
An address for personal mail at the Cité will be sent to your later. Weekend trips will include Strasbourg and Avignon.

August 18-21: Stay in Paris with some scheduled activities.

The return flight will be by Air France, arriving in New

York the same afternoon, on August 21. Your fee of $775 includes round trip transportation. No one-way fares can be sold.

Detailed schedules will be available upon arrival in France. We shall be glad to answer questions and send additional information. Be sure to include your questions on the questionnaire.

Sincerely yours,

Oscar A. Haac

Oscar A. Haac
Director

P.S. No regular or alternate selectee can be appointed by more than one institute.

FRENCH INSTITUTE
EMORY UNIVERSITY

April 10, 1962

QUESTIONNAIRE TO BE RETURNED TO THE DIRECTOR WITH YOUR DEPOSIT

We need the following documents to complete your file. Please indicate below when you can provide this information or whether it is enclosed.

1.

2.

3.

Please indicate below whether you want us to return documents submitted to us (certain transcripts cannot be communicated to students) and other requests you may have.

4.

5.

6.

Since you should spend the night of June 19 in or near New York, please indicate below whether you wish us to reserve an hotel room in New York City (Double occupancy at about $5.-)

7. Yes ____ Extra persons ______ No ______

If your answer is "no", indicate below where you will spend this night and at what telephone you can be reached at that time.

8.

If you are a public school teacher, please reread dependency regulations and our attached comments and then indicate below how many dependents you may claim for stipend allowances.

9. I claim _______ dependents.

By your signature below you accept our appointment in the Institute and agree to abide by its regulations. These include the constant use of French with members of the groups and others and participation in all assigned activities. They prohibit visits by or to dependents or relatives who do not speak French; they also prohibit private automobiles before August 18.

10. I herewith accept the appointment in the Emory University Institute and promise to abide by its regulations.

________________ Date

________________ Sign here

FRENCH INSTITUTE
EMORY UNIVERSITY

NAME ____________________

ALTERNATE GROUP ____________________

PRIORITY NUMBER WITHIN THE GROUP ____________________

Dear Applicant:

You have been named as an alternate in our institute. You should be proud of your record and the recommendations that have made this possible. 80 of 400 applicants were accepted. 30 have been named as alternates in three groups. We have indicated above to which group you belong and where we place you within the group. If you are named as a "stand-by" we may call you only a few hours before departure.

The alternates in Group I should get passports immediately. If we get close to having exhausted this list, we shall ask others to get passports.

If you are appointed as a regular participant further instructions will follow. Registration is scheduled for June 20 between one and two P.M. at 972 Fifth Avenue, New York 21, the building of the Cultural Services of the French Embassy.

Please answer immediately telling us whether you can accept an appointment at a later date (or in the last minute, for those with "stand-by" appointments), or whether you cannot consider a late appointment and prefer to be dropped from the alternate list.

We regret having no more definite word at this time and hope that we can consider you later. By all means, apply next year if you are not selected this time. Your qualifications have been judged excellent by our selection committee.

Sincerely yours,

Oscar A Haac

Oscar A. Haac
Director

P.S. No regular or alternate selectee will be appointed by more than one institute.

April 10, 1962

FRENCH INSTITUTE
EMORY UNIVERSITY

April 10, 1962

Dear Applicant,

We regret to inform you that our institute cannot accomodate you. Four hundred applications were received for eighty vacancies. Since no applicant may be selected by more than one institute, our refusal may be sent because the University of Oregon will appoint you. You will receive a separate notification from Professor Dougherty. If neither institute can accept you now, apply again next year. Many excellent candidates had to be turned down. We appreciate your interest and commend your desire to improve your professional qualifications by further study.

We shall be glad to return documents submitted to us (some transcripts may not be sent to students) and shall be glad to answer any questions you may have.

Sincerely yours,

Oscar A Haac

Oscar A. Haac
Director

Letter in Explication of Refusal

Dear ____________

We had so many superior candidates, so highly recommended and with such outstanding records, that we were forced to refuse many candidates. Two out of every three applicants, or more, could not be accomodated. We urge you to re-apply another year.

In answer to your specific questions, let me state two criteria which I hope you will understand:

1. The appointment to an institute takes account of the candidate's need for such training. It is not a reward for those whose outstanding accomplishment shows they already possess the qualities we want to develop.

2. There is no age limit. The expenditure of institute funds must, however, be justified in terms of future service to school and community.

In the face of the very active competition, with 400 applicants for our 80 openings, the interpretation of these criteria had to become more stringent. We recognize your accomplishment and merit and our decision in no way reflects on it.

Yours sincerely,

Oscar A. Haac
Director

(Note: Most inquiries were answered in terms of the first paragraph, sometimes without the last sentence. In a few cases, the rest of the text was also used.)

April 25, 1962

Dear

This letter confirms receipt of deposit and other papers. Private school participants should send $675.00, as requested, by May 15; public school participants will be given a stipend check to be reindorsed to Emory, for $675.00, at the time of registration. The Emory institute will register on the ground floor at 972 Fifth Ave. You may not bring baggage! Deposit it previously at the East Side Airlines Terminal at 39th Street and First Avenue.

You will not owe the Emory institute further payments except for materials (books) we may provide or fees charged for "voluntary" weekend trips not included in the basic price. We anticipate about three one-day bus excursions in this category. Sundays will normally be free, as will some weekends, and some time before departure in Paris. This means that you are free to do what you like, even visit friends. Our return to New York will be on August 21 about 4:00 P.M.

Articles to take: woolen sweater; suits; also clothing for very warm weather. Camera, by all means; no official photographer is with us. Traveller's checks on the American Express Co., in dollars. Passport still valid on August 21, vaccination still valid August 21. Passports valid 2-3 years, vaccinations likewise. Electrical appliances, e.g., irons, can be taken but note: outlets are different; adapters available through electric shaver companies, e.g., Schick; many French cities have 220 volts and then you appliances will not work. Switzerland is also 220 volts. Tape-recorders, record players and similar motors will not work at the correct speed. Take only transistorized tape-recorders.

Foreign exchange can be procured at Idlewild, banks, The American Express, or at Mauriello & Fontana Co., 11 W 42nd St. and 20 W. 43rd St., New York 36.

We cannot return your original application to enable you to fill out the second. Fill out as much as you can and return it with your passport number, as requested.

To find representatives from your home state or your previous institute, go through the enclosed list of selectees.

You must leave with our group on June 20 but you may return after the institute ends at your own convenience. In such a case, you forfeit your paid return passage and must purchase a return ticket. Economy Class air fare is about $265.00. Since you are paying little more than that for round trip fare with us, you have lost very little if you purchase a second return ticket, compared to normal transportation cost. You cannot use our group ticket except for our scheduled flights, These are, indeed, by jet. Air France has only jets. They will be deeply hurt if you don't know this, or suggest otherwise.

Order the books from the publishers. The paperbound edition of Brooks may be sent free of charge. You might ask Harcourt Brace for a free copy if you have received none so far and if you are using A-LM: Harcourt Brace and World, 750 Third Ave., New York 17, N.Y. Oxford University Press (for Stack), 417 Fifth Ave., New York 16. Ask for professional discounts. Houghton Mifflin (for Wylie, Village en Vaucluse): 2 Park Street, Boston 7, Mass.

Certainly, your family may accompany you to New York and to the plane. I cannot be sure of space limitations at 972 Fifth Ave., but we shall accomodate families up to capacity. This means, don't bring more than one person, certainly no children, to the French Cultural Attache's reception.

If your question does not seem answered, re-read these and previous comments. They were written to give all the answers, of course.

FRENCH INSTITUTE
EMORY UNIVERSITY

May 1962

Dear participant:

The enclosed statement will, we hope, help you convince the Graduate School of your choice to give you the credits you desire. You may wish to send it to Graduate Schools with a query how they want us to amplify or support our statement. Graduate Schools may not award credit without a request before you begin your study at Besançon.

Do not have the Graduate Schools write us to request such amplification, but tell us in Besançon what is required and whether you need grades on your Certificate. We shall send our comments and explanations to graduate deans at the end of the summer.

Sincerely yours

Oscar A. Haac
Director

FRENCH INSTITUTE
EMORY UNIVERSITY

May 1962

STATEMENT CONCERNING ACADEMIC CREDIT

Dean Charles T. Lester of the Emory Graduate School, has made the following statement concerning academic credit at our 1962 summer institute:

"The French Institute of Emory University at Besançon is a new venture for Emory. Participants must understand that they will be enrolled in the Institute but not in the College or Graduate School of Emory University. This means that Emory cannot assume responsibility for guaranteeing academic credit to participants.

The institute will issue a Certificate describing the quality and quantity of the work involved and certifying that this is the equivalent of up to 15 quarter hours of work. However, since the participants are not enrolled in any division of the University, no other official document, save the Certificate from the institute, will be issued. It will be the responsibility of each individual participant to make his own arrangements with regard to academic credit for the work in the French Institute. Emory University will not assume this responsibility."

The equivalence of 15 quarter hours of credit was calculated on the basis of class hours in residence at Besançon only, giving credit neither for two weeks of educational travel, nor for the three-day visit at the Avignon theater festival, afternoons spent on "field-work projects" analysing French speech or instituttions and collecting teaching materials, nor for special programs. Equating 39 sixty-minute periods of actual class instruction with 5 quarter hours of academic credit, the residence program at Besançon amply justifies 15 credits, including 5 credits in teaching methods and 10 credits in the three other fields of study: applied linguistics, advanced French composition and style, and French culture including literature. The **exact** distribution of hours will appear on our Certificate with a statement that the work was successfully completed (if the achievement justifies this) and with grades, if they are requested by our participants.

This statement is prepared for the benefit of graduate schools where our participants might apply for credit, in the hope that they will award up to 15 quarter hours or 10 semester hours of credit on the graduate level for work completed at Besançon.

Oscar A. Haac
Director

FRENCH INSTITUTE
Emory University

May 17, 1962

Dear participants:

Participants in our institute are assigned to either of two flights departing from Idlewild Airport the night of June 20. Under no circumstances can you be transferred to the other flight. Assignments are final.

Assignment is alphabetical:

Baird to Reed (inclusive)- Flight 012 departing at 11:30 P.M.

Robinson to Yagi (inclusive) - Flight 022 departing at 10:00 P.M.

Departure times, but not flight numbers, are subject to change. Be sure to verify your departure time at registration in New York.

Sincerely yours

Oscar A. Haac

Oscar A. Haac
Director

P.S.: We sincerely hope that this is the last memorandum before departure. We wish you a very pleasant trip.

For last minute emergency messages wire or telephone professor Bruce R. Gordon, Emory French Institute, c/o French Cultural Services, 972 Fifth Avenue, New York 21, N.Y. Tel: REgent 7-9700.

EMORY UNIVERSITY
INSTITUT AMERICAIN

Besançon, le ....

Chère famille,

L'Université d'Emory vous remercie vivement d'accueillir dans votre foyer des professeurs américains.

Nous avons le plaisir de vous remettre ci-joint le duplicata de la fiche remise aux professeurs que vous recevrez au mois de juillet.

En vous renouvelant à l'avance nos sincères remerciements pour cet accueil que nous souhaitons enrichissant de part et d'autre, nous vous prions de croire, chère famille, à nos sentiments cordialement dévoués.

Le Directeur,

Oscar A. Haac

(Letter to families who wished to receive participants for the evening meal. Reference is made to the notices assigning participants to various families.)

Monsieur Oscar HAAC, Directeur, les Professeurs et tous les participants de l'Institut Américain à Besançon vous remercient vivement de l'aide que vous avez bien voulu leur apporter.

Ils seraient heureux de vous recevoir Jeudi 9 Août, de 17 à 19 heures au Casino.

BESANCON, le 1er Août 1962

....

Institut d'Emory University
18, rue Chifflet
BESANCON

Monsieur et Madame ....

assisteront à la réunion des amis de l'Institut Américain qui aura lieu le 9 Août au Casino de Besançon.

APPENDIX C

Names and Addresses of Participants

Besançon -- 1962

Name, Address	First Institute	School
Baird, Frances H. (Mrs.) 912 North Graham Ave. Winston-Salem, N.C.	Temple Univ. 1960	Atkins High School Winston-Salem, N.C.
Bashour, Mildred V. (Mrs.) 114 Cumberland St. Hartford 10, Conn.	Univ. of Conn. 1960	Bloomfield High School Bloomfield, Conn.
Birchard, Junius W. (Mr.) 207 East Valley View Hackettstown, N.J.	Univ. of Notre Dame 1960	Dover High School Dover, New Jersey
Blum, Dorothy E. (Mrs.) 222 North Lindberg Griffith, Indiana	Coe College 1961	Griffith High School Griffith, Indiana
Bouley, Albert E. (Mr.) 5 Sixth St. Plainfield, Conn.	Bowdoin College 1961	Plainfield High School Central Village, Conn.
Bowers, Annie E. (Miss) 2514 Newland Rd. Charlotte, N.C.	Univ. of N.C. 1961	West Charlotte Sr. H.S. Charlotte, N.C.
Brana, Delia O. (Mrs.) 34-10 75th St. Jackson Heights 72, N.Y.	New York Univ. 1961	Francis Lewis High School 58-20 Utopia Parkway Flushing 65, N.Y.
Cameron, Marianne (Mrs.) 3759 Northwood Dr. Cedar Rapids, Iowa	Univ. of Maine 1961	Franklin Jr. High School Cedar Rapids, Iowa
Carnes, Marcia H. (Mrs.) 1 Green St. Monticello, Georgia	Univ. of Ga.	Monticello High School Monticello, Georgia
Chenette, Alice C. (Miss) 230 Fifth St. Leominster, Mass.	Univ. of Conn. 1961	Senior High School Leominster, Mass.
Chiara, James A. (Mr.) 116 Elmwood Ave. Hohokus, N.J.	Univ. of Missouri 1959	North Valley Regional High School Demarest, New Jersey
Chrystowski, Madeline A. (Mrs.) 1147 Grand Central Ave. Horseheads, N.Y.	Univ. of N.H. 1961	Horseheads High School Horseheads, N.Y.

Cochran, Dorothy R. (Miss) 3500 Beverly Dr. Dallas 5, Texas	Univ. of Miss. 1961	Highland Park Jr. H.S. Dallas, Texas
Copp, Marie W. (Mrs.) 715 Axtell St. Kalamazoo, Michigan	Michigan State Univ. 1961	Lawton Com. Schools Lawton, Michigan
Corr, Evelyn C. (Miss) 306 Cottage St. Nevada City, Calif.	Univ. of Nevada 1961	Nevada Union Sr. H.S. Grass Valley, Calif.
Côté, Paul E. (Mr.) 5 Bushy Hill Lane Simsbury, Conn.	Rivier College 1961	Avon High School Avon, Connecticut
Denger, Mary K. (Mrs.) 805 Majorca Coral Gables, Florida	La. State Univ. 1959	Palmetto High School Miami, Florida
Eaton, Janet I. (Mrs.) 900 California Ave. Deer Lodge, Montana	Montana State Univ. 1960	Powell Cty. High School Deer Lodge, Montana
Ferry, Jean M. (Mrs.) 224 Broad St. Berlin, Maryland	Univ. of Maryland 1961	Stephen Decatur H.S. Berlin, Maryland
Flint, Katherine E. (Miss) 50 Elm St. Delhi, N.Y.	Colgate Univ. 1960	Delaware Academy Delhi, N.Y.
Ford, Helen C. (Mrs.) 153 North 650 East Kaysville, Utah	Univ. of Utah 1961	Bountiful High School Bountiful, Utah
Frantz, Leona M. (Miss) 1741 Randolph Dr. York, Pa.	Hamilton College 1961	Woodlawn Sr. High School Baltimor, Maryland
Frenoy, Fortune C. (Father) 335 Ivy St., N.E. Atlanta 3, Ga.	Univ. of Colo. 1960	Marist High School Atlanta, Ga.
Gatineau, Georgette L. (Miss)	Purdue Univ. 1961	American Dependent Sch. 8533rd Airbase Squadron RAF. Bushey Hall near Watford Hertfordshire, England
Gilliland, Wanda L. (Miss) 1306-1/2 Woodstock Ave. Anniston, Alabama	Univ. of Miss. 1961	Anniston High School Anniston, Alabama

Guenette, Paul G. (Mr.) Box 328, R.F.D. 3 Esmond 17, R.I.	Bowdoin College 1961	Goff Jr. High School Pawtucket, R.I.
Gugli, William V. (Mr.) 124 Chatham St. Providence 4, R.I.	Univ. of Maine 1961	Classical High School Providence, R.I.
Gurka, William M. (Mr.) Rt. 1, Box 15 Chappell Hill, Texas	Purdue Univ. 1961	
Harper, C. Paul (Mr.) Ferrum Junior College Ferrum, Virginia	Univ. of Nevada 1961	Ferrum Junior College Ferrum, Virginia
Hatchel, Robert E. (Mr.) 632 West 40th St. Savannah, Ga.	St. Lawrence Univ.	Tompkins High School Savannah, Ga.
Horan, William P., Jr. (Mr.) Box 421 Bardonia, N.Y.	Univ. of N.C. 1961	Clarkston Jr. H.S. New City, N.Y.
Hunt, Raymond (Mr.) 87 Southside Ave. Somerville, N.J.	Rutgers Univ. 1961	Somerville Jr. H.S. Somerville, N.J.
Ingels, Mary K. (Miss) 313 Lancaster Ave. Richmond, Kentucky	Appalachian State College 1961	Model Lab. School Richmond, Kentucky
Johnson, Mary Rowan (Mrs.) Dept. of English University of Tennessee Knoxville, Tenn.	Univ. of Tenn. 1961	
Kanaris, Thelma M. (Miss) 828 Fountain Square Zanesville, Ohio	Univ. of Notre Dame 1960	Valley Forge High School Parma Heights, Ohio
Koplik, Ruth (Mrs.) 15 Westminster Rd. Brooklyn 18, N.Y.	Univ. of Mich. 1959	Walt Whitman Jr. H.S. Brooklyn 26, N.Y.
Lamb, Frances G. (Mrs.) 68 West Main St. Union, S.C.	Converse College 1961	Union High School Union, S.C.
Lanzarone, Rose (Miss) 114-45 126 St. S. Ozone Park 20, N.Y.	U.C.L.A. 1961	Grover Cleveland H.S. Brooklyn, N.Y.
Leblanc, Marcel J.-P. (Mr.) Box 42 Harrisville, N.Y.	St. Lawrence Univ. 1961	Harrisville Central S. Harrisville, N.Y.

Ledet, Laise M. (Miss) Route 1, Box 69 Montegut, Louisiana	Washington Univ. 1961	St. Joseph Benedictine High School Chauvin, Louisiana
Lemaire, Hervé (Mr.) 117 Woodlawn St. Fall River, Mass.	Bowdoin College 1961	Wilson Jr. High School Natick, Mass
Lévesque, Helen L. (Miss) 128 Sabattus St. Lewiston, Maine	Univ. of Calif. (Berkeley) 1961	Walton Jr. High School Auburn, Maine
Lewis, Lawrence B. (Mr.) c/o Beaumont High School 3836 Natural Bridge Ave. St. Louis 7, Missouri	Washington Univ. 1960	Beaumont High School St. Louis, Missouri
Long, John C., Jr. (Mr.) 2080 West 31st St. Los Angeles 18, California	U.C.L.A. 1961	Hollywood High School Los Angeles, Calif.
Lowe, Graham P. (Mr.) 1707 Oglethorpe Albany, Ga.	La. State Univ. 1959	Albany High School Albany, Ga.
Lundy, Patrick A. 385 Perth Road Dundee, Scotland	Rutgers Univ. 1961	Logie Secondary School Dundee, Scotland
McCann, John J. (Mr.) 4401 Marple St. Philadelphia 36, Pa.	New York Univ. 1961	Hatboro-Horsham H.S. Hatboro, Pennsylvania
Magnoli, Marilyn A. (Miss) 214 Brownstone Ridge Meriden, Conn.	Rivier College 1961	Platt High School Meriden, Conn.
Mandera, Franklin R. (Mr.) 528 East Washington St. Morris, Illinois	Rosary College 1960	Morris Community H.S. Morris, Illinois
Martin, Claude G. (Mr.) 7745 Lemon St. Fair Oaks, Calif.	Univ. of Utah 1961	San Juan High School Citrus Heights, Calif.
Masson, Theodore T. (Mr.) c/o New Milford High School New Milford, Conn.	Univ. of Maine 1961	New Milford High School New Milford, Conn.
Matthews, Marjorie M. (Mrs.) 3806 Spottswood Memphis 11, Tenn.	La. State Univ. 1960	Whitehaven High School Memphis, Tenn.
Mengali, Eileen M. (Miss) 28 Mitchell St. Bristol, Conn.	Temple Univ. 1960	Terryville High School Terryville, Conn.

Mickush, Florence M. (Mrs.) P.O. Box 2 Frenchtown, Montana	Montana State Univ. 1961	Frenchtown Schools District 40 Frenchtown, Montana
Montgomery, Dolores A. (Mrs.) 8780 East Lawn Brentwood 17, Missouri	Washington Univ. 1961	Brentwood High School Brentwood, Missouri
Morrell, Evelyn R. (Mrs.) 1024 Sylvan Dr. Falls Church, Virginia	La. State Univ. 1961	Annandale High School Annandale, Virginia
Necci, Frank C. (Mr.) 1201 State St. Erie, Pa.	Mich. State Univ. 1961	Academy High School Erie, Pa.
O'Connell, John P. (Mr.) 19 Church St. Moravia, N.Y.	U.C.L.A. 1961	Romance Languages Dept. Univ. of California Los Angeles, Calif.
Piercey, Hectorine A. (Mrs.) 2502 Bravo Ave. Pasadena, Texas	Ga. State Coll. for Women 1961	San Jacinto Jr. College Pasadena, Texas
Prekeris, Felicia D. (Miss) 110 Courtland Circle Stamford, Conn.	Univ. of Conn. 1961	Rippowam High School Stamford, Conn.
Reed, Medora K. (Mrs.) 2484 Tami-Sola St. Sarasota, Florida	Univ. of Florida 1961	Brookside Jr. H.S. Sarasota, Florida
Robinson, Nordelle M. (Miss) 1 Colonial Court Staten Island 10, N.Y.	Univ. of Maine 1961	Edwin Markham Jr. H.S. Staten Island, N.Y.
Schliess, Hermann P. (Mr.) 12135 Cornavin Court Cincinnati 46, Ohio	Ga. State Coll. for Women 1961	Princeton High School Cincinnati 46, Ohio
Shirley, Nancy R. (Miss) 119 Henry Ave. Anderson, S.C.	Univ. of Tenn. 1961	Emory University Atlanta 22, Ga.
Shumway, Mary Ann (Miss) 7909 N. Denver Ave. Portland 17, Oregon	Univ. of Nebraska 1961	Knappa High School Knappa, Oregon
Smith, Alfred N. (Mr.) 1858 South Gilpin Denver 10, Colorado	Univ. of Utah 1961	Thomas Jefferson H.S. Denver, Colorado
Solon, Joan M. (Miss) 110 East Lake St. Barrington, Illinois	Purdue Univ. 1961	Barrington Consol. H.S. 616 West Main St. Barrington, Illinois

Stratton, Cynthia (Miss) 6060 Donnybrook Dr. Dayton 59, Ohio	Univ. of Colo. 1961	Washington Twsp. Schools Centerville, Ohio
Sullivan, Edmund A. (Mr.) 610 South Runnymede Evansville, Indiana	Univ. of Colo. 1959	Benjamin Bosse H.S. Evansvile, Indiana
Thomas, Mary Bess (Mrs.) R.D. 7, Box 378 Greensburg, Pa.	Temple Univ. 1960	Greater Greensburg- Salem Sr. H.S. Greensburg, Pa.
Thomas, Nancy Smith (Mrs.) 881 Chester Rd. Charleston 2, West Va.	La. State Univ. 1960	South Charleston H.S. South Charleston, W. Va.
Trova, Saundra V. (Miss) 44 Oak St. Norton, Mass.	Univ. of Okla. 1961	Norton High School Norton, Mass.
Van Dorn, Howard W. (Mr.) 615 Myrtle St. Bakersfield, Calif.	Univ. of Hawaii 1961	North High School Bakersfield, Calif.
Vessels, Sarah F. (Mrs.) 107 King's Highway Lewes, Delaware	Univ. of Delaware 1960	Lewes Special School Lewes, Delaware
Wehner, Regina M. (Mrs.) Pyramus Ave. Chester, West Va.	Converse College 1961	Wells High School Newell, West Va.
White, Annie Lou (Miss) 3057 Calais St. Mobile, Alabama	Univ. of Alabama 1961	Murphy High School Mobile, Alabama
Wilkins, Wynona H. (Mrs.) 418 North 21st St. Grand Forks, N.D.	Univ. of North Dakota 1960	Central High School Grand Forks, N.D.
Woolford, Marion M. (Mrs.) 177 Behrends Ave. Juneau, Alaska	Montana State Univ. 1961	Juneau-Douglas Independent School Dist. Juneau, Alaska
Yagi, Karuko (Miss) 2026 Elmwood Stockton 4, Calif.	Univ. of Calif. (Berkeley)	Thomas Downey H.S. Modesto, California

APPENDIX C

List of Participants by States

ALABAMA

Gilliland, Wanda L. (Miss)
Anniston High School
Anniston, Alabama

White, Annie Lou (Miss)
Murphy High School
Mobile, Alabama

ALASKA

Woolford, Marion M. (Mrs.)
Juneau-Douglas Independent
School District
Juneau, Alaska

CALIFORNIA

Corr, Evelyn C. (Miss)
Nevada Union Senior H.S.
Grass Valley, California

Long, John C., Jr.
Hollywood High School
Los Angeles, California

Martin, Claude G.
San Juan High School
Citrus Heights, California

O'Connell, John P.
Dept. of Romance Languages
University of California
Los Angeles, California

Van Dorn, Howard W.
North High School
Bakersfield, California

Yagi, Karuko (Miss)
Thomas Downey High School
Modesto, California

COLORADO

Smith, Alfred N.
Thomas Jefferson High School
Denver, Colorado

CONNECTICUT

Bashour, Mildred V. (Mrs.)
Bloomfield High School
Bloomfield, Connecticut

Bouley, Albert E.
Plainfield High School
Central Village, Connecticut

Côté, Paul E.
Avon High School
Avon, Connecticut

Magnoli, Marilyn A. (Miss)
Platt High School
Meriden, Connecticut

Masson, Theodore T.
New Milford High School
New Milford, Connecticut

Mengali, Eileen M. (Miss)
Terryville High School
Terryville, Connecticut

Prekeris, Felicia D. (Miss)
Rippowam High School
Stamford, Connecticut

DELAWARE

Vessels, Sarah F. (Mrs.)
Lewes Special School
Lewes, Delaware

FLORIDA

Denger, Mary K. (Mrs.)
Palmetto High School
Miami, Florida

Reed, Medora K. (Mrs.)
Brookside Junior High School
Sarasota, Florida

GEORGIA

Carnes, Marcia H. (Mrs.)
Monticello High School
Monticello, Georgia

Frenoy, Fortune C. (Father)
Marist High School
Atlanta, Georgia

Hatchel, Robert E.
Tompkins High School
Savannah, Georgia

Lowe, Graham P.
Albany High School
Albany, Georgia

Shirley, Nancy R. (Miss)
Emory University
Atlanta 22, Georgia

ILLINOIS

Mandera, Franklin R.
Morris Community High School
Morris, Illinois

Solon, Joan M. (Miss)
Barrington Consolidated H.S.
Barrington, Illinois

INDIANA

Blum, Dorothy E. (Mrs.)
Griffith High School
Griffith, Indiana

Sullivan, Edmund A.
Benjamin Bosse High School
Evansville, Indiana

IOWA

Cameron, Marianne (Mrs.)
Franklin Junior High School
Cedar Rapids, Iowa

KENTUCKY

Ingels, Mary K. (Miss)
Model Laboratory School
Richmond, Kentucky

LOUISIANA

Ledet, Laise M. (Miss)
St. Joseph Benedictine H.S.
Chauvin, Louisiana

MAINE

Lévesque, Helen L. (Miss)
Walton Junior High School
Auburn, Maine

MARYLAND

Ferry, Jean M. (Miss)
Stephen Decatur High School
Berlin, Maryland

Frantz, Leona M. (Miss)
Woodlawn Senior High School
Baltimore, Maryland

MASSACHUSETTS

Chenette, Alice C. (Miss)
Leominster Senior High School
Leominster, Massachusetts

Lemaire, Hervé
Wilson Junior High School
Natick, Massachusetts

Trova, Saundra V. (Miss)
Norton High School
Norton, Massachusetts

MICHIGAN

Copp, Marie W. (Mrs.)
Lawton Community Schools
Lawton, Michigan

MISSOURI

Lewis, Lawrence B.
Beaumont High School
St. Louis, Missouri

Montgomery, Dolores A. (Mrs.)
Brentwood High School
Brentwood, Missouri

MONTANA

Eaton, Janet I. (Mrs.)
Powell County High School
Deer Lodge, Montana

Mlekush, Florence M. (Mrs.)
Frenchtown Schools
District 40
Frenchtown, Montana

NEW JERSEY

Birchard, Junius W.
Dover High School
Dover, New Jersey

Chiara, James A.
North Valley Regional H.S.
Demarest, New Jersey

Hunt, Raymond
Somerville Junior High School
Somerville, New Jersey

Lundy, Patrick A.
Oak Street Junior High School
Basring Ridge, New Jersey
(exchange teaching for one
year at Logie Secondary
School, Dundee, Scotland)

NEW YORK

Brana, Delia O. (Mrs.)
Frances Lewis High School
Flushing, New York.

Chrystowski, Madeline A. (Mrs.)
Horseheads High School
Horseheads, New York

Flint, Katherine E. (Miss)
Delaware Academy
Delhi, New York

Horan, William P., Jr.
Clarkstown Junior High School
New City, New York

Koplik, Ruth (Mrs.)
Walt Whitman Junior High Schoo
Brooklyn 26, New York

Lanzarone, Rose (Miss)
Grover Cleveland High School
Brooklyn, New York

Leblanc, Marcel J.-P.
Harrisville Central School
Harrisville, New York

Robinson, Nordelle M. (Miss)
Edwin Markham Junior H.S.
Staten Island, New York

NORTH CAROLINA

Baird, Frances H. (Mrs.)
Atkins High School
Winston-Salem, North Carolina

Bowers, Annie E. (Miss)
West Charlotte Senior H.S.
Charlotte, North Carolina

NORTH DAKOTA

Wilkins, Wynona H. (Mrs.)
Central High School
Grand Forks, North Dakota

OHIO

Kanaris, Thelma M. (Miss)
Valley Forge High School
Parma Heights, Ohio

Schliess, Hermann P.
Princeton High School
Cincinnati 46, Ohio

Stratton, Cynthia (Miss)
Washington Township Schools
Centerville, Ohio

OREGON

Shumway, Mary Ann (Miss)
Knappa High School
Knappa, Oregon

PENNSYLVANIA

McCann, John J.
Hatboro-Horsham High School
Hatboro, Pennsylvania

Necci, Frank C.
Academy High School
Erie, Pennsylvania

Thomas, Mary Bess (Mrs.)
Greater Greensburg-Salem
Senior High School
Greensburg, Pennsylvania

RHODE ISLAND

Guenette, Paul G.
Goff Junior High School
Pawtucket, Rhode Island

Gugli, William V.
Classical High School
Providence, Rhode Island

SOUTH CAROLINA

Lamb, Frances G. (Mrs.)
Union High School
Union, South Carolina

TENNESSEE

Johnson, Mary Rowan (Mrs.)
Department of English
University of Tennessee
Knoxville, Tennessee

Matthews, Marjorie M. (Mrs.)
Whitehaven High School
Memphis, Tennessee

TEXAS

Cochran, Dorothy R. (Miss)
Highland Park Junior H.S.
Dallas, Texas

Gurka, William M.
(now studying in France)

Piercey, Hectorine A. (Mrs.)
San Jacinto Junior College
Pasadena, Texas

UTAH

Ford, Helen C. (Mrs.)
Bountiful High School
Bountiful, Utah

VIRGINIA

Harper, C. Paul
Ferrum Junior College
Ferrum, Virginia

Morrell, Evelyn R. (Mrs.)
Annandale High School
Annandale, Virginia

WEST VIRGINIA

Thomas, Nancy Smith (Mrs.)
South Charleston High School
South Charleston, West Va.

Wehner, Regina M. (Mrs.)
Wells High School
Newell, West Virginia

ENGLAND

Gatineau, Georgette L. (Miss)
American Dependent School
8533rd Air Base Squadron
R.A.F.
Bushey Hall near Watford
Hertfordshire, England

APPENDIX D

1. Schedule of July 6, 1962
2. Schedule of August 1, 1962
3. Schedule of special events

EMORY UNIVERSITY

INSTITUT AMERICAIN

HORAIRE DU 6 JUILLET 1962

Horaire de la classe entière:

Lundi)	8:50 - 9:35	Civilisation	- Amphi Donzelot (Simon)
Mercredi)	9:40 - 10:25	Linguistique	- Groupes 1 à 8: Salle 7 (Belasco)
Vendredi)			Groupes 9 à 16: Salle 8 (Delakas)
Mardi)	8:50 - 9:35	Phonétique	- Amphi Donzelot (Léon)
Jeudi)	9:40 - 10:25	Méthode	- Salles 7 et 8 (Gordon-Colaninno)
Jeudi :	14:00- 15:30	Méthode	- Salles 7 et 8 (Gordon-Colaninno) (Plus tard les classes du jeudi après-midi seront remplacées par des laboratoires).
Vendredi:	10:45- 12:15	Méthode	-Salles 7 et 8 (Gordon-Colaninno)

Horaire par groupes les lundis, mardis, mercredis, et jeudis:
Les groupes se réunissent dans les salles indiquées pour chaque professeur, et s'il y a l'indication "L", dans le laboratoire prévu pour ce même professeur.

	Gor.- Col.	Bela.	Dela.	Cauj. 1	Smith 2	Léon 1	Boisson 2	Simon	Renard
Salle:	7et8	3	4	L1	L2	L1	L2	5	6
Lu 10:45	2-10	1	9	5-6L	13-14L	11-12	15-16	7-8	3-4
11:30	4-12	3	11	7-8L	15-16L	13-14	9-10	1-2	5-6
Ma 10:45	6-14	5	13	1-2L	9-10L	7-8	3-4	11-12	15-16
11:30	8-16	7	15	3-4L	11-12L	1-2	5-6	13-14	9-10
Me 10:45	1-9	2	10	5-6	13-14	3-4L	7-8L	15-16	11-12
11:30	3-11	4	12	7-8	15-16	5-6L	1-2L	9-10	13-14
Je 10:45	5-13	6	14	1-2	9-10	15-16L	11-12L	3-4	7-8
11:30	7-15	8	16	3-4	11-12	9-10L	13-14L	5-6	1-2

Il est prévu un roulement de professeurs au laboratoire mais les groupes de participants se rendront toujours aux laboratoires indiqués.

EMORY UNIVERSITY

INSTITUT AMERICAIN

HORAIRE DU 1er AOUT 1962

horaire de la classe entière:

8 h - 9 h.	: Lundi, Mercredi	: Civilisation	(Simon)	Fac. salle 7
	: Vendredi	: Stylistique	(Mitterand)	Fac. salle 7
	: Mardi, Jeudi	: Phonétique	(Léon)	Fac. salle 7
9 h - 10 h.	: Lundi	: Linguistique	(Belasco)	Fac. salle 7
	: Mercredi, Vendredi	: Linguistique	(Delakas)	Granvelle 7
	: " "	: "	(Belasco)	Granvelle 8
	: Mardi, Jeudi	: Méthode	(Gordon)	Granvelle 7
	: " "	: "	(Colaninno)	Granvelle 8
10h - 11 h.	: Vendredi	: Méthode	(Gordon)	Granvelle 7
	: "	: "	(Colaninno)	Granvelle 8
11h - 12 h.	: Vendredi	: Civilisation	(Simon)	Fac. salle Jules Haag

Horaire par Groupes les lundis, mardis, mercredis, et jeudis:

Les groupes se réunissent dans les salles indiquées pour chaque professeur, et s'il y a l'indication "L", dans le laboratoire prévu pour ce même professeur.

Laboratoires facultatifs: les lundis, jeudis, et vendredis de 14 h. à 16 h.

Programme CREDIF: Voir la feuille spéciale.

	Gor.-Col.	Bela.-Dela.	Cauj.	Smith	Léon	Bo[illegible]on	Simon	Renard
Salle:	7	8	3 L1	4 L2	3 L1	4 L2	9	6
Lu: 10 h.	2-10	1-9	5-6L	13-14L	11-12	15-16	7-8	3-4
: 11 h.	4-12	3-11	7-8L	15-16L	13-14	9-10	1-2	5-6
Ma: 10 h.	6-14	5-13	1-2L	9-10L	7-8	3-4	11-12	15-16
: 11 h.	8-16	7-15	3-4L	11-12L	1-2	5-6	13-14	9-10
Me: 10 h.	1-9	2-10	5-6	13-14	3-4L	7-8L	15-16	11-12
: 11 h.	3-11	4-12	7-8	15-16	5-6L	1-2L	9-10	13-14
Je: 10 h.	5-13	6-14	1-2	9-10	15-16L	11-12L	3-4	7-8
: 11 h.	7-15	8-16	3-4	11-12	9-10L	13-14L	5-6	1-2

Il est prévu un roulement de professeurs au laboratoire mais les groupes de participants se rendront toujours aux laboratoires indiqués.

APPENDIX D

SCHEDULE OF SPECIAL EVENTS

June 20: Registration at the French Embassy, New York City.
Reception given by M. E. Morot-Sir, Cultural Attaché at the French Embassy, for Emory and Oregon institutes.

June 21: Arrival in Paris (with the Oregon institute).
Passion play in front of the Cathedral of Notre-Dame.

June 22: Visit of Paris.
UNESCO, talk by Professor Yves Brunsvick, Executive Secretary of the French delegation.
Talk by Mr. Schneider, U.S. Cultural Attaché, in the U.S. Cultural Center, 3 rue du Dragon.
Molière's Tartuffe at the Comédie Française.

June 23: Visit to the experimental highschool and conference center of the Ministray of Education at Sèvres.

June 25: Departure for Arromanches.
Lunch in a dairy farm.
Visit to the American cemetery at Omaha Beach.
Visit to a dairy at Isigny.
Arrival at the Mont-Saint-Michel.

June 26: Visit of Mont-Saint-Michel and Saint-Malo.
Arrival at Angers.

June 27: Visit of Angers, Saumur and the Castle of Chinon.
Arrival in Tours.
Reception at the Préfecture (with the Oregon institute).

June 28: Visit of Tours.
Visits to castles on the Loire: Saché, Azay-le-Rideau and Chenonceaux.
Light and Sound at Chenonceaux.

June 29: Visit of Blois.
Visit to a wine cellar at Monrichard.
Visits to the castles Cheverny and Chambord.

June 30: Visit of Chateaudun.
Visit of Chartres and its cathedral.
Evening at the opera in Paris: Rameau's Les Indes Galantes.

July 1: Travel from Paris to Besançon.

July 2: Opening ceremony with Professor Quemada, M. F. Ponteil, the Rector, Dean Cousin and M. Bonnefoy, the assistant to the Mayor of Besançon.
Placement tests.

July 3: Industry and trade in the Franche-Comté: presentation of the theme for the week's visits by M. Brochet, President of the Development Committee for the Doubs (Department).
Film: Les Hommes en blanc at the theater "La Coupole."

July 4: Visits to grocery stores and to the administrative office of a grocery chain. (4 groups)
Visits to other stores, clothing, etc. (2 groups)
Visit to Rhodiaceta, synthetic fiber factory. (1 group)
Visit to a watch factory. (1 group)
Visits to various civic agencies and to the Chamber of Commerce. (3 groups)

July 6-8: Departure for Colmar, Strasbourg.
Lecture at the Council of Europe in Strasbourg.
Visit to Strasbourg, Nancy, Vaucouleurs and Donrémy.
Return to Besançon.

July 9: Watchmaking in the Franche-Comté: general presentation of the theme for the week's visits by M. Donat, director of the Technical Center of the watch industry, Cétéhor (government inspection center).

July 10: Visits to jewelry and watch retail stores. (4 groups)
Visit to the National School for Watchmaking and Chronometry. (1 group)
Visit to the Technical Center of the watch industry. (1 group)
Visit to the observatory. (1 group)
Visit to public and private collections of antique watches. (2 groups)
Visit to a trade association of watch makers. (1 group)
Film: Le Bourgeois gentilhomme.

July 11: Visits to parts factories in the local watch industry. (7 groups)
Visit to a labor union. (1 group)
Visits to jewelry stores. (2 groups)

July 12: Dramatic readings by Pierre Viala.

July 13: Lecture on modern literary criticism by M. Petit of the University of Besançon.
Outdoor theater program at Arc-et-Senans: Othello.

July 16: Social problems in France: general presentation of the theme for the week's visits by Professor Girod.
Lecture no. 2 on modern literary criticism by M. Petit.

July 17: Visits to labor unions. (4 groups)
Visit to the regional office of the Social Security Administration. (1 group)
Visit to the Administrative Office for Family Allocations. (1 group)

Visit to the Junior Chamber of Commerce. (1 group)
Visit to the Besançon hospital. (1 group)
Visit to the National Education Association. (1 group)
Reception given for the entire institute by M. Ponteil, Rector of the University.
Film: *En Cas de malheur*.

July 18: Visits to illustrate plans for re-education, as follows:
Visits to homes for young workers and orphans.
Visit to the offices of Boy Scouts and Girl Scouts. (1 group)
Visits to re-education centers.

July 19-22: Trip to Avignon via Bourg-en-Bresse, Lyon, Valence and Orange.
Visit to the Cathedral at Bourg-en-Bresse.
Theater festival at Avignon: Molière, *L'Avare*; Goldoni, *Les Rustres*; Giraudoux, *La Guerre de Troyes n'aura pas lieu*.
Lecture by Professor Simon on Giraudoux in the orchard of the Pope's Palace, under the auspices of Théâtre National Populaire.
Visits in the Provence: des Baux, Arles; Gordes, Roussillon; Nîmes, Pont du Gard.
Return to Besançon via Grenoble, Chambéry, Lac du Bourget Annecy and Bourg.

July 23: Visits to cultural organizations; also field-work of linguistics teams.
Visit to the public library.
Visit to the University library.
Visits to museums.
Visits to archives.

July 24: Visits related to games and sports, as follows:
Visit to a football game.
Visit to tennis matches.
Visit to boating races.
Visit to a cave for exploration.
Visit to the flying club.
Visit to bowling matches.
Film: *Les Tricheurs*.

July 25: Lectures on styles of speech by André Martinet, Professor of Linguistics at the University of Paris.
Visits to religious organizations and churches---Roman Catholic, Protestant and Jewish.

July 26: Student dance in La Cave, the student center.

July 27: Lecture on the contemporary French novel by M. Petit.
Lectures on *Les Lettres de la religieuse Portugaise* by M. Frédéric Deloffre, Professor of 15th Century Literature at the University of Paris.

July 28: Trip to French Switzerland: Geneva, Evian, Chillon, Grandvaux and Lausanne.
Visit to Rousseau exhibit and the Voltaire Museum in Geneva.
Visit to the castle at Chillon.
Dinner overlooking the lake at Grandvaux.

July 30: Lecture no. 2 on the contemporary French novel by M. Petit.
Wine-making and agriculture: presentation of the theme for the week's visits by Professor Girod.

July 31: Visits relating to agricultural organizations and cooperatives; also field-work of linguistics teams.
Visit to a brewery.
Visits to dairies.
Film: Les Grandes familles.

August 1: Visits to various vineyards at Arbois.

August 2: Presentation of the Center for Vocabulary Study by the director, Professor Quemada.

August 3: Lecture on stylistics and descriptive linguistics by Professor Mitterand of the University of Besançon.
Lectures by M. Mialaret of CREDIF, professor at the University of Caen, on the psychological research in audio-visual methods, and experiments concerning the perception and interpretation of pictures and films (two hours).

August 6: Presentation of books to all participants by M. Henri Didier, publisher.
Forests and forest industries of the Franche-Comté: presentation of the theme of the week's visits by M. Schaeffer.
Recorded lecture with 250 slides on the French theater by Professor Simon.

August 7: Visit to low altitude forests; also field-work of linguistics teams.
Visit to a saw mill.
Visit to a forge.
Film: Le Mariage de Figaro.

August 8: Visit to high altitude forests. Study of forest management and reforestation.
Performance of folk dances by a troupe from Angers.

August 9: Presentation of books by representatives of the Hachette Publishing House.
Formal reception given by participants at the Casino for families, business and professional leaders

August 10: Lecture on historical stylistics by Professor Mitterand.

Discussion of ALM and Saint-Cloud methods by Mrs. Ruth Craig, San Francisco foreign language consultant, and M. Rivenc, director of CREDIF.
Lecture on research in audio-visual methods by M. Rivenc.
Lecture on the French press by Professor Brunsvick of the University of Paris, member of the French delegation of UNESCO.
Discussion no. 2 of ALM methods by Mrs. Craig.

August 11-12: Trip to Chamonix in the Alps (optional).

August 13: Lecture on folklore in the Franche-Comté by the Abbé Garneret.
Lecture on Saint-Cloud audio-visual teaching methods by M. Schertz.

August 14: Lecture on the levels of basic French vocabulary by M. Rivenc, director of CREDIF.
Film: Porte des Lilas.

August 16: NDEA examinations: listening-comprehension, reading and writing.
Farewell dinner at the Casino.

August 17: Lecture no. 3 on stylistics by Professor Mitterand.
Departure for Paris. (Remain in Paris until August 21.)

August 19: Versailles, visit and "son et lumière."

August 20: Trip to Rouen (optional).

August 21: Departure for United States (with the Oregon Institute).

APPENDIX E

1. Bibliographies

APPENDIX E

BIBLIOGRAPHIES

1. APPLIED LINGUISTICS, GENERAL COURSE

Belasco and Valdman, Applied Linguistics: French. The basis of the lectures and subsequent exercises.

Belasco, Anthology of Applied Linguistics. For reference only, rarely used in our course.

Carroll, John, Language Aptitude Test. For discussion of principles and theory of learning.

Elson and Pickett, Beginning Morphology and Syntax (Summer Institute of Linguistics, Santa Ana, California). For reference and basic concepts, with excellent definitions of tagmemics.

Foreign Service Institute, Basic French. For practice and analysis.

Gleason, H.A., Introduction to Structural Linguistics. For reference and definitions.

Grévisse, M., Le Bon Usage. Recommended for constant reference.

Lado, R., and Fries, C., Patterns of English Speech (University of Michigan). The four books with accompanying wall charts were to be used for comparison of methods, before we discovered the low level of preparation of our participants.

Martinet, A., Eléments de linguistique générale, A. Colin. Introduction to French terminology and excellent outline of the field of linguistics.

Ministère de l'Education Nationale, Le Français fondamental. First and second series, initiation to literature, dictionary of the first 3500 words (Didier) and related materials (Didier) used in the analysis of French audio-visual materials.

PLIM, Handbook for Linguistic Research in Dialect Studies, ed. Stanley Sapone, publ. Encyclopedia Britannica Films, Annals of the Library of Recorded Dialect Studies. Source suggested to control and analyze the dialectical material recorded in the Besançon region.

Politzer, R., Teaching French. For the study of French and English structures.

2. APPLIED LINGUISTICS, PHONETICS

Delattre, P., Advanced Training in French Pronunciation. For classification and laboratory practice.

--- Exercices de Prononciation Française à l'usage des étudiants anglo-américains. For classification and laboratory practice.

Léon, Monique, Exercices systématiques (prelim. ed. Besançon, to appear through Hachette). Basic phonemic contrasts.

Léon, Pierre, Aide-Mémoire d'Orthoépie (Institut de Langue et Civilisation Françaises, Besançon). Advanced drill with reference to different styles of speech and contemporary trends.

--- Laboratoires et Correction phonétique (Didier). For reference and discussion of techniques.

--- Patterns de Prononciation Française (Institut de Langue et Civilisation Française, Besançon). For additional drills.

3. METHODS OF INSTRUCTION

Audio-Lingual Materials (ALM), French: Level Two. Preview booklet.

Brooks, N., Language and Language Learning. Basic reading before the institute.

Educational Testing Service, Advanced Placement Tests. For analysis of objectives and methods.

Marty, F., Language Laboratory Learning. For reference.

Ministère de l'Education Nationale, Le Français fondamental. (See section 1 above)

Modern Language Association (MLA), Selective List of Materials. For reference.

Stack, E.M., The Language Laboratory and Modern Language Teaching. For discussion of laboratory techniques. (Cf. Léon, section 2 above.)

ALSO: Pamphlets on language teaching published by the United States Government Printing Office; sample materials by a large number of publishers for examination, including the Didier materials for reading, civilization and grammatical analysis.

4. CULTURE, GENERAL CIVILIZATION

Blancpain, M., ed., La France d'aujourd'hui. General background.

Nathan, Jacques, La Société Française. General background.

Wylie, Lawrence, Village en Vaucluse. Example of methodology, pre-institute reading. (We visited Roussillon.)

ALSO: Current periodicals and newspapers, numerous pamphlets published by the French Cultural Services of New York City and UNESCO. The works concerning French civilization listed in the special appendix of the MLA materials list were available in the University library.

5. CULTURE, STYLISTICS, LITERATURE

Lagarde et Mignard, ed., Vingtième Siècle. An anthology of contemporary texts with excellent illustrations.

Vinay, Stylistique comparée, Didier. An excellent comparison of French and English structures and usage for advanced students.

ALSO: The texts of the plays performed at Avignon; other plays, novels and poems, discussed by Professor Simon.

APPENDIX F

1. List of staff members

APPENDIX F

STAFF

Directors of the Institute

Name: Oscar A. Haac, Professor of Romance Languages
Graduate study: Yale, Paris, Mexico, Middlebury
Degrees: M.A. Yale (1942); Ph.D. Yale (1948); Doctorat de l'Université de Paris (1948)
Teaching experience: highschool, 1 year; college, 16 years
Publications: 5 books; 13 articles; 15 reviews
Honors, grants: Guggenheim Foundation; American Philosophical Society; MLA, research funds of Pennsylvania State University and Emory University; CNRS (French government)
Language group offices: Secretary and Chairman of various language groups; Bibliography committee; President, Alliance Française (Atlanta); Second Vice-President, Phi Sigma Iota
Travel: Western Europe, England, North America, Canada, Mexico
Study abroad: France, Mexico
Assignment: Preliminary arrangements at Besançon and Paris, contracts, and direction of the institute. Duties extend three months.
Present address: Dept. of Romance Languages, Emory University, Atlanta 22, Georgia

Name: Bruce R. Gordon, Professor of Romance Languages
Graduate study: Albany, Syracuse, France, Mexico
Degrees: M.A. New York State College for Teachers (1942); Ph.D. Syracuse (1950)
Teaching experience: college, 11 years
Honors, offices: Chairman, Department of Romance Languages, Emory University; Director, Sweet Briar Junior Year in France; President, Alliance Française and Circulo Hispano-Americano; director of educational tours in Europe
Travel: Western Europe, North and Central America
Assignment: Administrative duties: planning and supervision of excursions; selection of participants; in charge of the institute for two weeks prior to departure, while the director is in France.
Teaching duties: supervision of methods course; two weekly lectures in methodology and one hour of small group discussion; direction of related field-work.
Present address: Dept. of Romance Languages, Emory University, Atlanta 22, Georgia

Administrative Assistants

Name: Josette Quemada (Mme. Bernard)
Degrees: Licence-ès-lettres, Paris; Diplômée de l'Ecole des Professeurs de Français à l'Etranger; Diplômée de l'Institut de Phonétique
Teaching experience: 12 years
Travel: Europe
Assignment: Initial arrangements at Besançon with continuing responsibility for (a) academic program, laboratory, materials, payments to French staff and (b) special programs, field-work projects in Besançon and the surrounding area, eating contacts with families. Duties extend six months, February through August, except July 3--31. During this absence Mme. Galletti will assume the responsibilities for local arrangements under (a) above, and Professor Girod under (b) above. In June Mme. Quemada will consult extensively with the director or his appointed representative, with Mme. Galletti and Professor Girod, so they can effectively assume her functions.
Present address: Institut de Langue et Civilisation Françaises, 18 rue Chifflet, Besançon, Doubs

Name: Sonia Galletti (Mme. Pierre)
Degree: Baccalauréat, Paris
Teaching experience: 1 year
Travel: Europe, United States
Assignment: Institute office in Atlanta during the preparation of the program; during July in Besançon, responsibility for the institute office and local arrangements assumed from Mme. Quemada. After her return, preparation of academic records, in charge of all student files, preparation of the final report. Duties extend from January 1 to the completion of the final report.
Present address: 830 Marstevan Drive, N.E., Atlanta 6, Georgia

Name: Ronald Goldsmith
Degree: B.A. candidate at Antioch College; 1 year at the University of Besançon
Assignment: Secretary at Besançon
Present address: 26 rue Chifflet, Besançon, Doubs

Name: Alberta Rand (Mrs. Claude)
Degree: A.B. candidate at Georgia State College; bi-lingual
Assignment: Secretary of French Institute at Emory University
Present address: Trans World Airlines, Hong Kong

Name: Sara Daniel (Mrs. T. Emory)
Degree: B.A. Agnes Scott College
Assignment: Final report at Emory University
Present address: 791 Michael Street, N.E., Atlanta 6, Georgia

Assistants for Special Programs

Name: François Girod
Degrees: Licence d'Histoire et de Géographie, Paris and Besançon; Certificat d'Etudes Supérieures, Besançon; Ecole Normale Supérieure
Teaching experience: 29 years, Professor of history, Lycée of Besançon; conferences in England and the United States
Travel: Europe, United States
Honors: Croix de Guerre, Palmes académiques, F.F.I.
Assignment: In charge of special programs and visits, July only.
Present address: 6 rue Lecourbe, Besançon, Doubs

Name: Mlle. Odette Triponney
Degrees: Ancienne Elève de l'Ecole Normale (Fontenay-les-Roses); Licence de Philosophie; Certificat d'Aptitude dans les Ecoles Normales (Lettres, Histoire) Université de Paris
Teaching experience: 30 years in schools and teachers' colleges; inspector of elementary education in Paris
Assignment: Afternoon visits, part-time only.
Present address: 5 rue Voirin, Besançon, Doubs

Name: Madame Gaston Rameaux
Degree: Brevet Supérieur, Besançon
Teaching experience: In charge of the Besançon program of the Experiment in International Living for over 25 years
Assignment: Family contacts, part-time only.
Present address: Rue François Charrière, Besançon, Doubs

Name: Antoine Spacagna
Degrees: M.A. candidate, Emory University
Teaching experience: 2 years at Emory University French Institute
Assignment: Afternoon visits, family contacts, part-time only.
Present address: Dept. of Romance Languages, Ohio State University, Columbus, Ohio

Professors of Linguistics

Name: Simon Belasco
Degrees: Ph.D. University of Pennsylvania
Teaching experience: Professor of Romance Languages, Pennsylvania State University, 1953-present; professor of linguistics, Colgate institute; Director, Pennsylvania State University NDEA Institute
Publications: NDEA linguistics manual, many articles
Travel: Western Europe
Assignment: Linguistics (three lectures a week); nine hours in small group discussion and supervision; direction of the language program.
Present address: Dept. of Romance Languages, Pennsylvania State University, University Park, Pennsylvania

Name: Daniel Delakas
Degrees: Doctorat de l'Université de Paris
Teaching experience: Northwestern University, 1948-1955; Chairman, Language Department, Ripon College, 1955-present; Associate Director of Language Research Project (Midwest Colleges)
Publications: *Thomas Wolfe in France*; numerous articles
Travel: Western Europe, United States
Assignment: Linguistics (three lectures a week); nine hours in small group discussion and supervision; one group for field-work projects; coordination of the field-work in language and methods.
Present address: Romance Language Department, Ripon College, Ripon, Wisconsin

Name: Jean Alhinc
Degree: Agrégation
Teaching experience: Université de Besançon
Publications: Audio-visual method---English for foreigners
Assignment: Linguistics field-work.
Present address: Faculté des Lettres, 30 rue Mégevand, Besançon, Doubs

Professor of Teaching Methods

Name: Joseph Colaninno
Degrees: M.A.T. Wesleyan University
Teaching experience: New Canaan, Connecticut, High School; methods teacher at the Virginia State College and Pennsylvania State University NDEA institutes
Travel: Western Europe
Assignment: Methods of teaching (two lectures or demonstrations a week); nine hours in small group supervision (teaching demonstration); one group for field-work program.
Present address: New Canaan High School, New Canaan, Connecticut

Professors of Language Analysis

Name: Pierre Léon
Degrees: Doctorat de l'Université de Paris
Teaching experience: Besançon, Ohio State University
Publications: Numerous language courses and materials, especially in phonetics; special studies based on interference between specific languages
Travel: Europe, United States
Assignment: Language analysis (lectures two hours a week); nine hours in small group discussion and supervision; one group for field-work projects; general coordination of the laboratory program and laboratory assistants.
Present address: Faculté des Lettres, 30 rue Mégevand, Besançon, Doubs

Name: Mme. Colette Renard
Degrees: Licence-ès-Lettres and Diplôme d'Etudes Supérieures de Langues Germaniques (1939), Université de Paris
Teaching experience: 20 years in Sweden teaching French at various levels; 2 years at the Emory University institute with demonstration classes at Druid Hills High School; one summer at Michigan State University NDEA institute
Publications: collection of translations; several graded text editions
Honors: Fellowship for linguistic research at Saint-Cloud
Travel: Western Europe, Yugoslavia, Greece, United States
Assignment: nine small groups for composition and stylistics and phonetics; one group for field-work; available for remedial work.
Present address: c/o Chilton Company, 525 Locust Street, Philadelphia 6, Pennsylvania

Name: Josette Caujolle (Mme. Claude)
Degree: Certificat d'Etudes
Teaching experience: Foreign Service Institute, 4 years; French institute, Pennsylvania State University
Publications: Structural drills; F.S.I. course in French
Travel: Europe, United States
Assignment: Language analysis; taught structural drills and conversation to small groups, 8 hours a week; directed laboratory programs, 4 hours a week; in charge of field-work projects; available for remedial work.
Present address: Romance Language Department, Pennsylvania State University, University Park, Pennsylvania

Name: Mlle. Lyliane Boisson
Degrees: Licence-ès-Lettres, Université de Besançon; Agrégation, Paris
Teaching experience: University of Besançon summer school; Emory University French institute, one year
Travel: Western Europe, United States
Assignment: nine small groups for composition, text analysis and demonstrations; one group for field-work.
Present address: Cussières (Jura)

Name: Elyzabeth Smith
Degree: M.A. candidate, Emory University
Teaching experience: Emory University French institute
Assignment: Instructor of French, French conversation and pattern drills.
Present address: Dept. of Romance Languages, Emory University, Atlanta 22, Georgia

Professor of Civilization

Name: Alfred Simon
Degrees: Licence de Philosophie, Diplôme d'Etudes Supérieures
Teaching experience: Ecole Alsacienne; Sweetbriar College; Emory University
Travel: Western Europe, United States, Mexico
Publications: numerous articles in Esprit and elsewhere; Molière ed.
Assignment: Lectures in civilization (4 hours a week); eight small groups for discussion; one group for field-work; coordinator of the program and trip to Avignon, and advisor to the associate director for the scheduling of visits and theater or opera programs.
Present address: 20 rue Dupont de L'Eure, Paris 20

Laboratory Assistants

Name: Marcel Gross
Degree: Candidate for Licence in French and Linguistics
Teaching experience: Teaching assistant to Pierre Léon
Assignment: Language laboratory.
Present address: Institut de Langue et Civilisation Françaises, 18 rue Chifflet, Besançon, Doubs

Name: Floriane Paoletti
Degree: Candidate for Licence in French and Linguistics
Assignment: Language laboratory
Present address: Institut de Langue et Civilisation Françaises, 18 rue Chifflet, Besançon, Doubs

APPENDIX G

1. Diploma awarded to participants
2. Certificate awarded to participants

EMORY UNIVERSITY

in collaboration with the United States Office of Education
under provisions of the National Defense Education Act

certifies that ______________________
has completed the curriculum of the
Advanced Summer Institute of French in Secondary Schools

held at the

Institut de Langue et Civilisation Françaises, Besançon, France
June 20, 1962 to August 21, 1962

consisting of classroom instruction,
laboratory practice, and field projects
of a linguistic, pedagogic,
and cultural nature.

Director

EMORY UNIVERSITY
at Besançon, France

This is to certify that ______________________________
completed the program of the Advanced Summer Institute for Secondary School Teachers of French, held in France from June 20 to August 21, 1962. It included two and a half weeks of travel in Paris and in Normandy, Brittany, the Loire Valley, the Franche-Comté, the Avignon area, and French Switzerland. It also included a six and a half week academic program held at the Institut de Langue et Civilisation Françaises of the University of Besançon, France. The academic curriculum included the following:

Civilization:	
Discussions, visits, study of institutions	38 periods
Literature and Culture:	
Lectures on contemporary France	25 periods
Linguistics:	
Phonetics: lectures, drill, laboratory	26 periods
Structural grammar: lectures, drill, laboratory	39 periods
Stylistics and composition:	
Lectures, discussion, practical exercises	9 periods
Methods of teaching:	
Lectures, discussion, exercises	36 periods
Total number of 45 minute periods:	173 periods

Films, plays, entertainment programs, visits in French families, and excursions are not included in this total, which equals over 129 clock hours of instruction. The program exceeds 117 clock hours normally equal to ten semester hours or fifteen quarter hours of instruction.

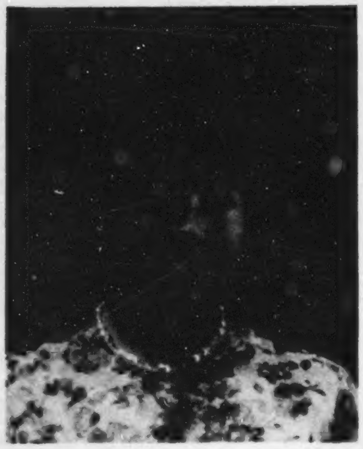
Oscar A. Haac

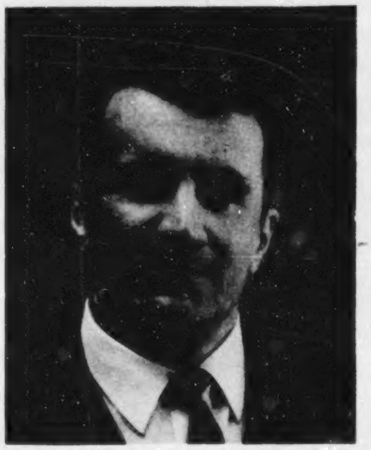
Oscar A. Haac, Director
Emory French Institute
Atlanta 22, Georgia

Jean Alhinc

Simon Belasco

Lyliane Boisson


Josette Caujolle


Joseph Colaninno

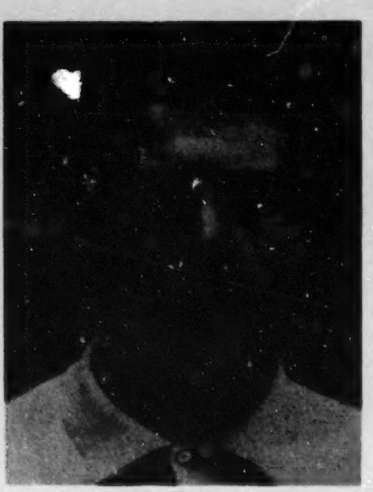
Daniel Delakas

Sonia Galletti

François Girod

Ronald Goldsmith

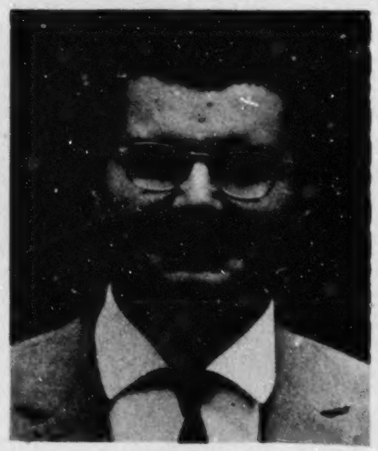
Bruce Gordon


Marcel Gross

Oscar A. Haac

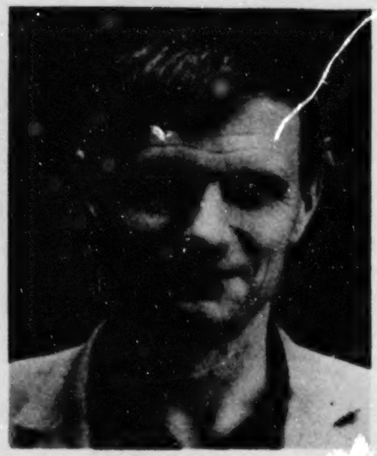
Pierre Léon

Floriane Paoletti

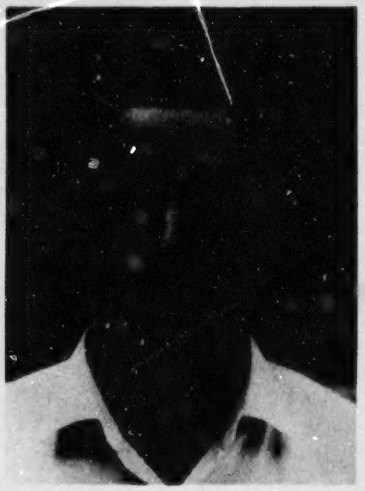

Bernard Quemada

Josette Quemada

Colette Renard

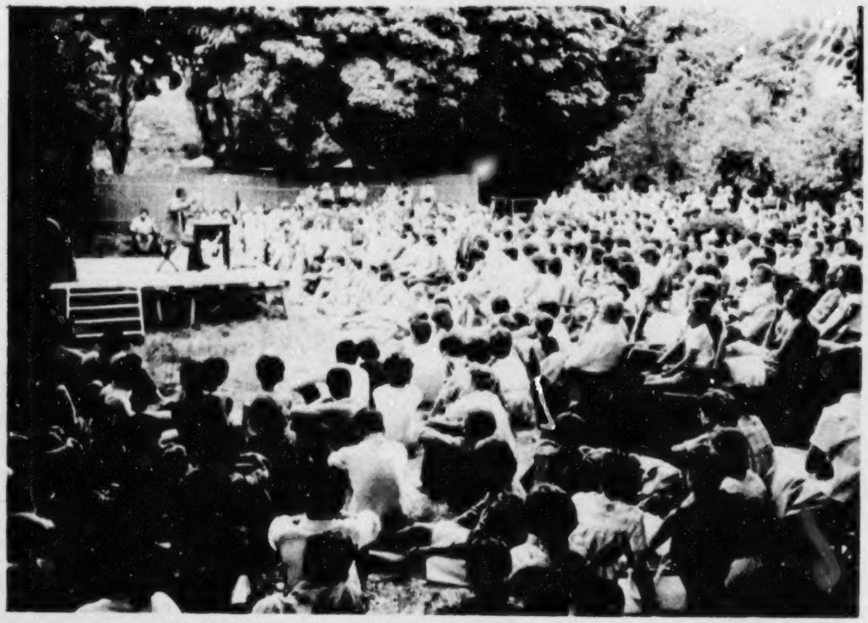

Alfred Simon

Elyzabeth Smith

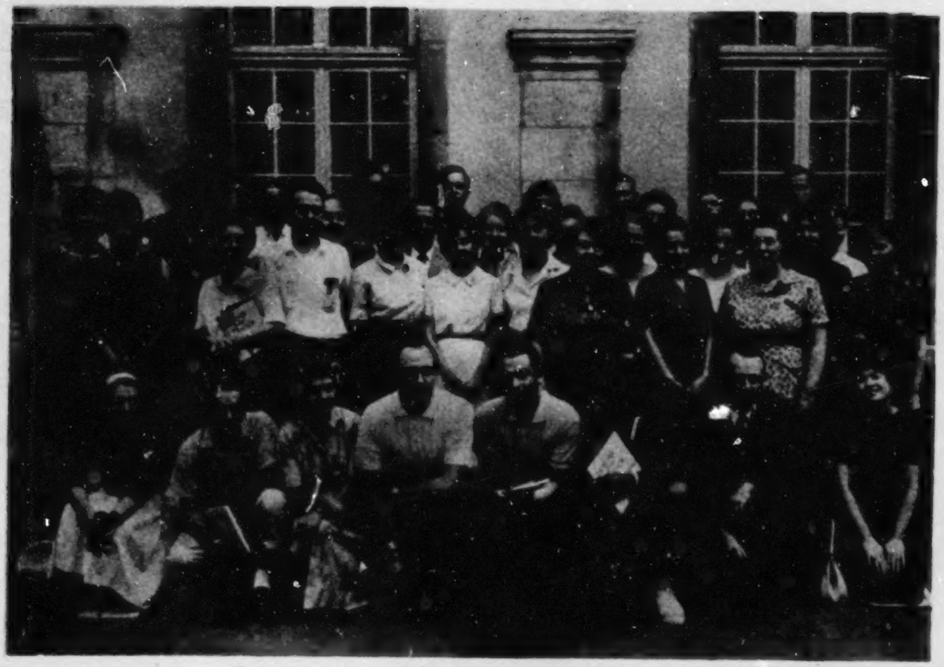


Antoine Spacagna

Mlle. Triponney



Mr. Alfred Simon lecturing in Avignon to spectators of the T.N.P. and our participants.



From Left to Right - First Row:

Miss Trova, Mr. Bouley, Miss Lanzarone, Messrs Sullivan, Necci, Hatchel, Birchard, Miss Stratton.

Second Row:

Miss Robinson, Mrs. Johnson, Mr. Côté, Mrs. Baird, Miss Chenette, Mrs. Vessels, Mesdames Morrell, Piercey, Careron, Brana, Eaton, Misses Magnoli, Gatineau.

Third Row:

Miss Frantz, Mrs. Lamb, Messrs. Gugli, Harper, Mesdames Matthews, Woolford, Montgomery, Miss Solon

Fourth Row:

Father Frenoy, Mr. McCann, Mrs. Mlekush, Mr. Lewis, Mrs. Wilkins, Mr. Chiara, Miss Levesque, Mr. Van Dorn.

From left to Right - First Row:

Mrs. Denger, Misses Bowers, Chrystowski, Mrs. Koplik, Mr. Long, Misses Shumway, Shirley, Mrs. Carnes.

Second Row:

Miss White, Mesdames N. Thomas, Copp, Misses Corr, Ledet, Yagi, Mrs. Whener, Misses Gilliland, Mengali, Flint.

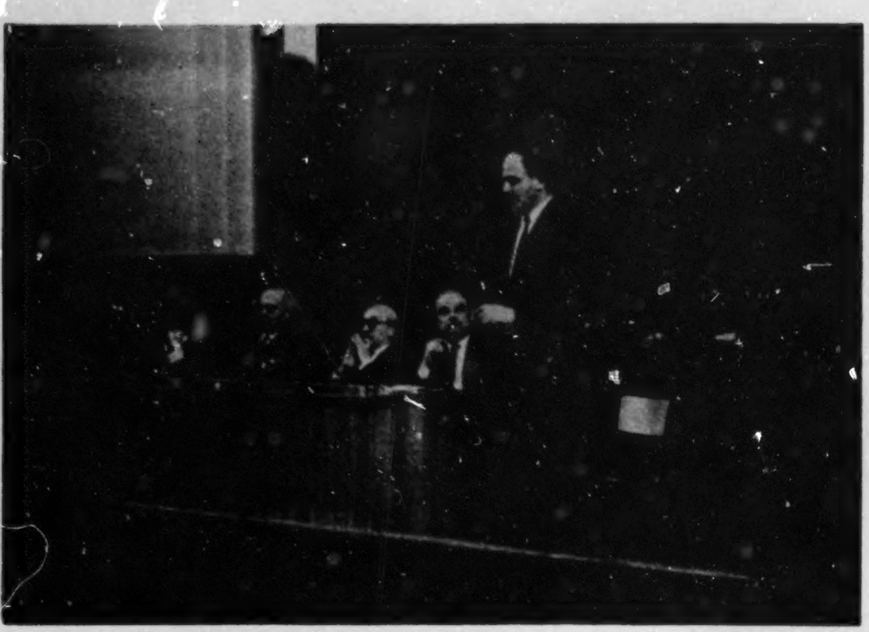
Third Row:

Mesdames Reed, Bashour, Ford, Mr. Hunt, Mrs. Blum, Miss Kanaris, Messrs Lemaire, Horan, Mandera, Mrs. Ingels, Miss Prekeris.

Fourth Row:

Miss Cochran, Mrs. M. Thomas, Messrs Schliess, Leblanc, Lowe, Gunette, Masson, Smith.

Not pictured: Messrs O'Connell, Gurka, Lundy.



Opening ceremony of the Institute

From left to right: Mr. Bernard Quemada, Director of the Institut de Langue et Civilisation Françaises and the Institut du Vocabulaire; Dean Cousin; Mr. Ponteil, Rector of the University; Mr. Bonnefoy, Assistant of the Mayor; Mr. Haac, Director of the Institute.

In the "Cave," den of the Institut de Langue et Civilisation Françaises: conversation between Mr. Quemada and two of our participants.

It's time to relax at the Palais de la Bière
left to right: Misses Solon, Trova and Robinson.

Dinner with the Fritsche family:
left to right: Miss Cochran, Mrs. Fritsche, Mrs. Cameron,
Mr. Fritsche, Mrs. Baird.

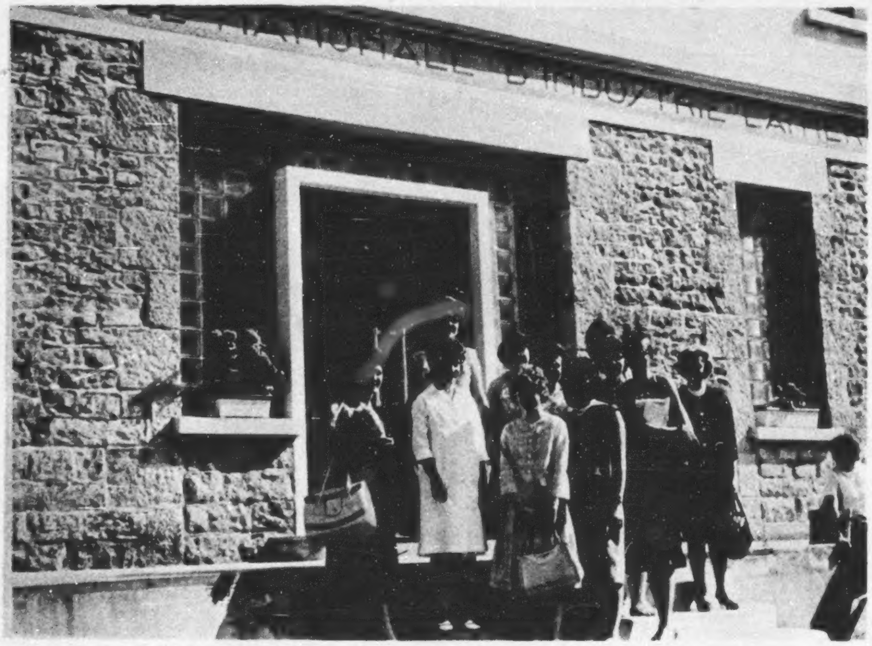
Lunch at a dairy farm in Normandy

Misses Lanzarone and Shumway in front of Chenonceau,
castle on the Loire.

In Chartres, Mr. Chiara buys lacework

The group in Strasbourg

Visit to a caramel factory (Ets Brochet) near Besançon
Mrs. Bashour with a worker.



Picture No. 10: Visit to a national dairy school

Front Row: Miss Frantz, the guide, Miss Stratton, Miss Magnoli, Mrs. Mlekush, Miss Wawrzyniak (U.S. Office of Education).

Behind: Mesdames Montgomery, Morrell, Piercey, Matthews.

In Roussillon, Miss Chenette and Mr. Leblanc

Mr. Birchard at the Vineyard "de la Pinte" in Arbois.

Premier cours à l'amphithéâtre Donzelot pour 80 professeurs américains venus se perfectionner dans notre langue

Hier sont arrivés à Besançon, quatre-vingts professeurs américains, femmes et hommes venus se perfectionner dans notre langue. C'est en effet le gouvernement des Etats-Unis qui organise ces stages en vue d'améliorer la qualité de l'enseignement dispensé dans les lycées.

Accueillis par M. Quémada, directeur de l'Institut de langues et de civilisation française, ces professeurs ont suivi leur « premier cours » comme de bons élèves, à l'amphithéâtre Donzelot.

M. Ponteil, recteur de l'Université, était présent, entouré de M Bonnefoy, représentant le maire : de M. Cousin, professeur de latin à la Faculté des Lettres et de M Quémada.

Le directeur de ce groupe, M Oscar A. Haac, se trouve depuis plusieurs jours dans notre ville où il était venu préparer ce stage qui durera un mois. C'est lui qui présenta « ses élèves » aux personnalités présentes.

Besançon capitale de la linguistique moderne

Il souligna à cette occasion la renommée dont jouissait à l'étranger l'Institut de Langues bisontin et par là même, notre ville, ajoutant qu'il n'était pas toujours facile d'y organiser des stages de cette sorte, faute de place pour loger les stagiaires.

Il déclara que tous désiraient prendre un contact aussi intime que possible avec Besançon en dehors des cours et qu'il importait surtout pour ces professeurs de français, de mieux connaitre les habitants eux-mêmes. Il remercia enfin très chaleureusement la municipalité qui a fait le maximum pour rendre agréable leur séjour.

M. Bonnefoy répondit aimablement à ces paroles en souhaitant la bienvenue à tous, disant qu'il était particulièrement heureux que Besançon ait été choisi pour ce stage, parmi toutes les autres villes universitaires de France.

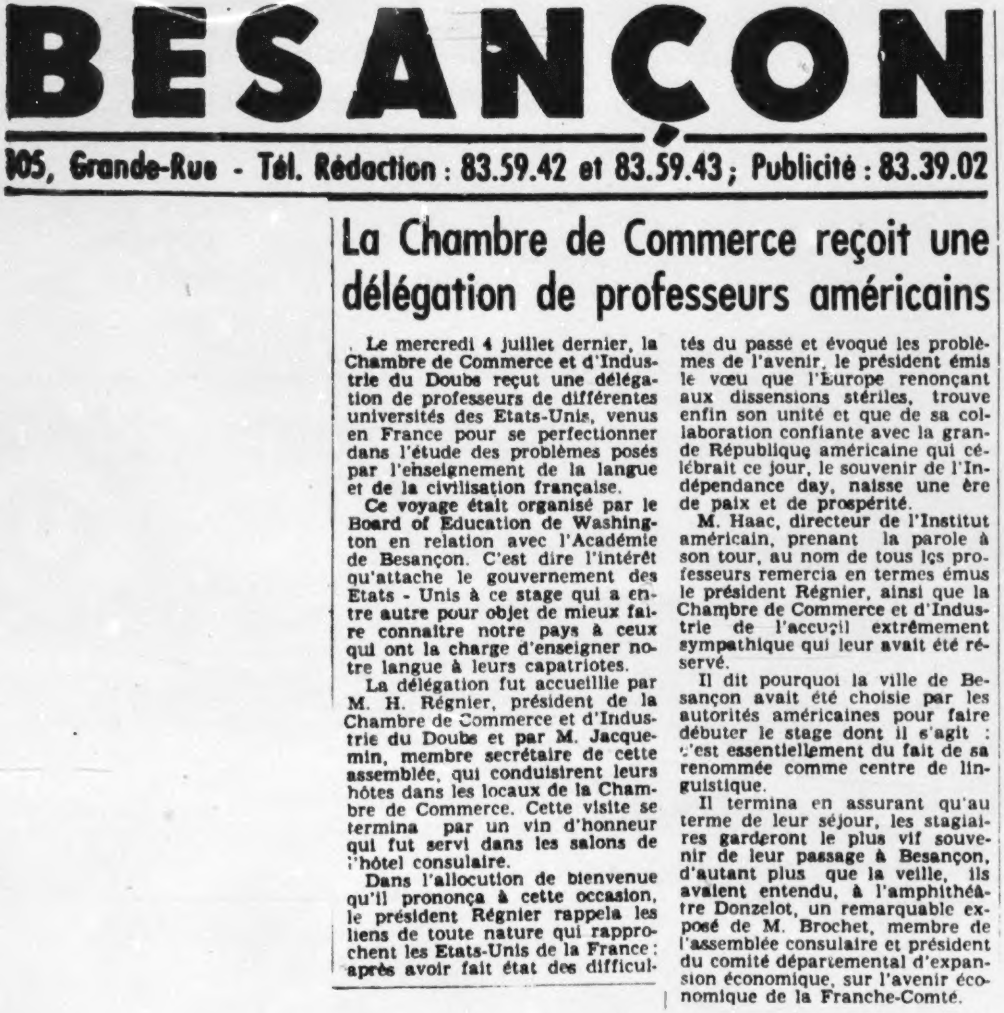
Grâce au comité d'accueil local et notamment grâce à Mme Rameaux, chaque professeur pourra être reçu dans des familles et faire connaissance avec des milieux les plus divers.

M. Cousin, qui connait bien les Etats-Unis pour y avoir effectué souvent des voyages d'études, adressa aux professeurs quelques mots pour les féliciter et pour leur souhaiter un bon séjour dans la ville natale de Victor Hugo.

Enfin, pour marquer plus joyeusement cette journée d'accueil une charmante réception fut donnée ensuite dans les sous-sols de l'hôtel de Courbouzon aménagés avec tant de goût pour les étudiants étrangers.

A l'amphithéâtre Donzelot, les professeurs américains avaient pris la place des élèves hier soir ; ils ont entendu notamment un discours d'accueil très amical prononcé par M. BONNEFOY, adjoint au maire de Besançon.

1. The opening of the Institute on July 2 (L'EST REPUBLICAIN, July 3, 1962, p. 2).



BESANÇON

105, Grande-Rue - Tél. Rédaction : 83.59.42 et 83.59.43 ; Publicité : 83.39.02

La Chambre de Commerce reçoit une délégation de professeurs américains

. Le mercredi 4 juillet dernier, la Chambre de Commerce et d'Industrie du Doubs reçut une délégation de professeurs de différentes universités des Etats-Unis, venus en France pour se perfectionner dans l'étude des problèmes posés par l'enseignement de la langue et de la civilisation française.

Ce voyage était organisé par le Board of Education de Washington en relation avec l'Académie de Besançon. C'est dire l'intérêt qu'attache le gouvernement des Etats - Unis à ce stage qui a entre autre pour objet de mieux faire connaitre notre pays à ceux qui ont la charge d'enseigner notre langue à leurs capatriotes.

La délégation fut accueillie par M. H. Régnier, président de la Chambre de Commerce et d'Industrie du Doubs et par M. Jacquemin, membre secrétaire de cette assemblée, qui conduisirent leurs hôtes dans les locaux de la Chambre de Commerce. Cette visite se termina par un vin d'honneur qui fut servi dans les salons de l'hôtel consulaire.

Dans l'allocution de bienvenue qu'il prononça à cette occasion, le président Régnier rappela les liens de toute nature qui rapprochent les Etats-Unis de la France : après avoir fait état des difficultés du passé et évoqué les problèmes de l'avenir, le président émis le vœu que l'Europe renonçant aux dissensions stériles, trouve enfin son unité et que de sa collaboration confiante avec la grande République américaine qui célébrait ce jour, le souvenir de l'Indépendance day, naisse une ère de paix et de prospérité.

M. Haac, directeur de l'Institut américain, prenant la parole à son tour, au nom de tous les professeurs remercia en termes émus le président Régnier, ainsi que la Chambre de Commerce et d'Industrie de l'accueil extrêmement sympathique qui leur avait été réservé.

Il dit pourquoi la ville de Besançon avait été choisie par les autorités américaines pour faire débuter le stage dont il s'agit : c'est essentiellement du fait de sa renommée comme centre de linguistique.

Il termina en assurant qu'au terme de leur séjour, les stagiaires garderont le plus vif souvenir de leur passage à Besançon, d'autant plus que la veille, ils avaient entendu, à l'amphithéâtre Donzelot, un remarquable exposé de M. Brochet, membre de l'assemblée consulaire et président du comité départemental d'expansion économique, sur l'avenir économique de la Franche-Comté.

One of the first afternoon visits, at the Chamber of Commerce in Besançon, July 3, 1962 (L'EST REPUBLICAIN, July 3, 1962, p. 2).

Il n'y pas de vacances à l'Institut de langue et de civilisation françaises

NOMBREUX sont les Bisontins qui, chaque jour, rencontrent, dans la rue, des jeunes gens et des jeunes filles au teint plus ou moins foncé et dont l'aspect extérieur trahit aussitôt l'origine étrangère. « Ce sont des étudiants » pensent-ils généralement. Les moins renseignés supposent qu'ils sont en vacances et qu'ils attendent, sans grande impatience, une lointaine rentrée. D'autres, les plus curieux, savent qu'ils fréquentent l'Institut de Langue et de Civilisation françaises, à la Faculté des Lettres ; mais bien peu savent ce qu'ils y font réellement.

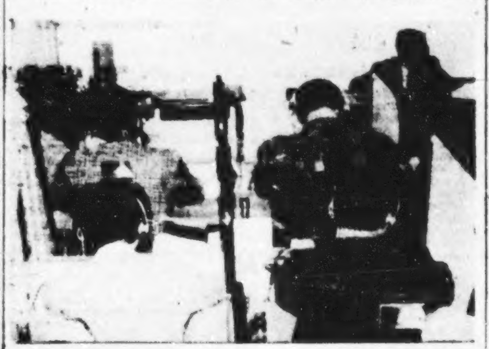
Des étudiants venus du monde entier

La majorité d'entre eux est américaine : à ce jour, plus de 120 sujets des U.S.A. sont inscrits à l'Institut. D'autres viennent de Turquie, de Bulgarie, du Soudan... Plusieurs sont Chinois, Lybiens ou Thailandais. Même l'Amérique du Sud est représentée avec le Nicaragua. Beaucoup bénéficient d'une bourse du gouvernement français. Logeant à la Cité Universitaire ou habitant en ville, ils prennent actuellement leurs repas dans différents restaurants bisontins qui ont bien voulu les accueillir, durant la fermeture du Restaurant Universitaire.

On ne saurait rencontrer d'élèves plus studieux que ceux de MM. Gron. Il s'agit en réalité de professeur, techniciens ou ingénieurs étrangers

Des cours audio-visuels

Tous ces étudiantes et étudiants se retrouvent chaque jour à l'Institution de Langue que dirige M. Quemada. Là, ils n'apprennent pas seulement le vocabulaire de base du Français, ses règles grammaticales, mais aussi ils s'efforcent d'acquérir une prononciation correcte. Pour cela, M. Léon, professeur de phonétique, dispose de nombreux appareils et d'une installation ultra-moderne : magnétophones, disques, appareils de projection sont constamment utilisés. Actuellement, les laboratoires sont pourvus de 62 cabines audio-visuelles et de 12 audio-actives ; le 14 juillet prochain, ce seront, au total, 116 cabines audio-orales qui seront à la disposition des étudiants. Durant les vacances, pour suppléer aux besoins sans cesse croissants, quelques étudiantes ont accepté de prêter leur concours, ainsi Miles Barsat, Pedroletti, Vaxelaire... Bien que la durée du stage soit normalement fixée à 6 semaines, il en est qui n'hésitent pas à prolonger leur séjour ; c'est là la meilleure preuve de la valeur de l'enseignement qu'on leur dispense.



Une vue de l'un des laboratoires de l'Institut : chaque élève dispose d'une cabine reliée directement au « centre directeur » du professeur

Quatre-vingts professeurs américains

Nous avons annoncé dernièrement l'arrivée de 80 Américains, professeurs de français. Cautionnés par le Gouvernement Fédéral qui, financièrement, les a pris entièrement en charge, ils sont venus à Besançon pour étudier les problèmes de l'enseignement du français et pour prendre contact, bien sûr, avec notre région. Chacune de leurs matinées est donc consacrée à des cours de linguistique, de phonétique et de civilisation, confiés à MM. Belarco, de l'Université de Pennstate et élève de Delattre ; Léon, professeur de phonétique ; Alhenc, Brézard, Girod, Simon...

Un programme chargé

Les organisateurs du stage ont su ménager à tous ces professeurs étrangers de nombreux contacts avec la Franche-Comté. Commerce et Industrie est actuellement le thème de leur première semaine de stage ; à cette occasion, ils visiteront les Chambres de Commerce, de Métiers, les usines Rhodiaceta, Brochet Weil... La semaine suivante, l'horlogerie aura la vedette. Ainsi, successivement, ils connaîtront nos organismes sociaux, syndicaux, culturels. La dernière semaine sera consacrée à la Franche-Comté, pays de tradition et d'avenir et leur séjour se terminera par la visite des usines Peugeot, à Sochaux. Sans parler de quelques sorties : à Strasbourg, en Avignon... voilà un programme bien chargé et qui, certainement, ne manquera pas d'être fructueux.

Une cave pour se distraire

A l'intention de tous ces étudiants étrangers, un cercle a été créé. Il s'agit de la cave de la rue Chifflet, ainsi nommée par les habitués. Installée sous les voûtes de l'ancien hôtel de Courbouzon, elle leur permet de se réunir dans l'intimité. Une bibliothèque, une salle de jeux, une salle de télévision, un bar, sont mis à leur disposition, le tout décoré avec originalité et bon goût.

Bientôt de nouveaux arrivants

De nombreux professeurs, envoyés par divers organismes sont encore attendus dans les deux mois à venir. Centre de Recherche et de Diffusion de l'Enseignement du français, B.E.L., Université d'Edimbourg, l'Institut de Sarrebruck... seront présents. Besançon mérite donc bien la première place en Europe, en tant que centre de linguistique appliquée.

Summer school activities of the Institut de Langue et Civilisation Françaises (LES DEPECHES, July 7-8, 1962, p. 4).

Les stagiaires américains ont appris à différencier la tête de Minerve de celle d'un sanglier

sur des pièces de bijouterie et d'orfèvrerie

Les stagiaires américains à la bijouterie Parizet

Comme chaque année à la même époque, des étudiants de nombreux pays sont actuellement en visite à Besançon.

Parmi eux, une douzaine d'Américains, issus de diverses universités des U.S.A. et qui passent un stage à l'Institut de Langues et de Civilisation Françaises.

Dans le cadre de leurs activités Bisontines, ces jeunes gens sont allés visiter au début de la semaine différentes fabriques d'horlogerie de Besançon. Après avoir vu la fabrication, ils manifestèrent l'intention de se documenter sur le marché de détail.

C'est ainsi qu'ils se retrouvèrent hier après-midi à la Bijouterie Parizet, rue de la République, où M. Parizet les reçut avec son amabilité coutumière. De fait, les jeunes Américains manifestèrent un appétit de détails et de connaissances qui montre l'étendue de leurs connaissances en matière de commerce de détail.

Ils examineront ainsi différents modèles d'horlogerie, puis M. Parizet leur expliqua qu'en France l'or de bijouterie titrait obligatoirement 18 carats, qu'il était poinçonné par l'Etat. On examina le poinçon de l'or, puis celui du platine. Les étudiants apprirent ainsi que le poinçon de l'argent de bijouterie était une tête de sanglier.

Puis on passa à l'orfèvrerie M. Parizet leur expliqua les deux titres de 800 et 900 millièmes. On examina à la loupe le poinçon de l'argent d'orfèvrerie. une tête de Minerve, cette fois !

[illegible] conclusion, l'assemblée fit un rapide tour d'horizon sur la comparaison des marchés de l'horlogerie-bijouterie aux U.S.A. et en [illegible]. On en arriva ainsi à la [illegible]tion que ces marchés de[illegible]ent beaucoup moins oné[illegible] chez nous qu'en Amérique.

Le personnel de la maison Pa[illegible] s'est plu à reconnaître la [illegible] courtoisie de cette délégation américaine, conduite par [illegible] Haac.

En revanche, les étudiants d'outre-Atlantique ont découvert dans le cadre d'un simple magasin de détail une foule de connaissances du plus haut intérêt.

Et l'on en vient à se demander si des visites de sociétés culturelles locales, ne seraient pas elles-mêmes souhaitables !

Afternoon visit to a Besançon jewelry store on July 11 (LES DEPECHES, July 12, 1962, p. 2, and LE COMTOIS, July 12, 1962, p. 2).

Quatre-vingts professeurs américains à la découverte de Besançon et de la France

M. LE RECTEUR Pantel recevait hier, à 17 heures, 80 membres de l'Institut américain d'études françaises. Outre les hôtes étrangers, on remarquait à cette petite manifestation les membres du Conseil de l'Université, dont MM. Jacquemain, doyen de la Faculté des Sciences, et Cousin, de la Faculté des lettres, Me Lorach, adjoint au maire, MM. Girod, Quemada, directeur de l'Institut de langues et civilisation françaises, Lévy, consul d'Amérique à Strasbourg et directeur du Centre culturel américain, Bone, directeur de l'Institut français à Macon (Géorgie), le docteur Bruce Gordon, directeur adjoint, etc...

Ces quatre-vingts professeurs de français américains, après la visite de Paris, de la Normandie et des châteaux de la Loire sont arrivés à Besançon, le 1er juillet et repartiront le 17 août, après avoir assisté au festival d'Avignon.

Après avoir suivi avec succès un stage de perfectionnement du premier degré aux U.S.A. l'an passé, ils participent à ce stage du second degré pour se perfectionner dans notre langue.

À la découverte

Leurs activités sont diverses et multiples. S'ils assistent à des cours à l'Université, le matin, ils partent en quinze petits groupes l'après-midi, à la découverte de Besançon [illegible] la Franche-Comté, et font le soir le compte rendu de leurs enquêtes à l'intention de leurs camarades appelés à visiter d'autres lieux.

Ce stage de perfectionnement est aussi une prise de contact, une découverte du milieu. Si certains se sont intéressés à l'industrie horlogère, à l'agriculture, aux vignobles d'Arbois, d'autres étudieront les problèmes sociaux, les religions, les mouvements de jeunesse, l'architecture, les syndicats, l'accueil, etc., de notre région.

Le midi, ces Américains se retrouvent tous dans un même hôtel mais vont manger le soir dans des familles.

Rejeter les fausses idées

Interrogé, l'un des stagiaires se faisant l'interprète de tous ses camarades, nous a dit avec quelle chaleur les Bisontins les avaient accueillis et quel énorme profit ils retireraient de ce séjour.

— « Maintenant que je connais un peu mieux les Français, car j'ai été reçu dans des familles bourgeoises et dans des familles de simples ouvriers, je suis plus à même de juger en connaissance de cause les Français et de rejeter les fausses idées qu'on se fait d'eux. »

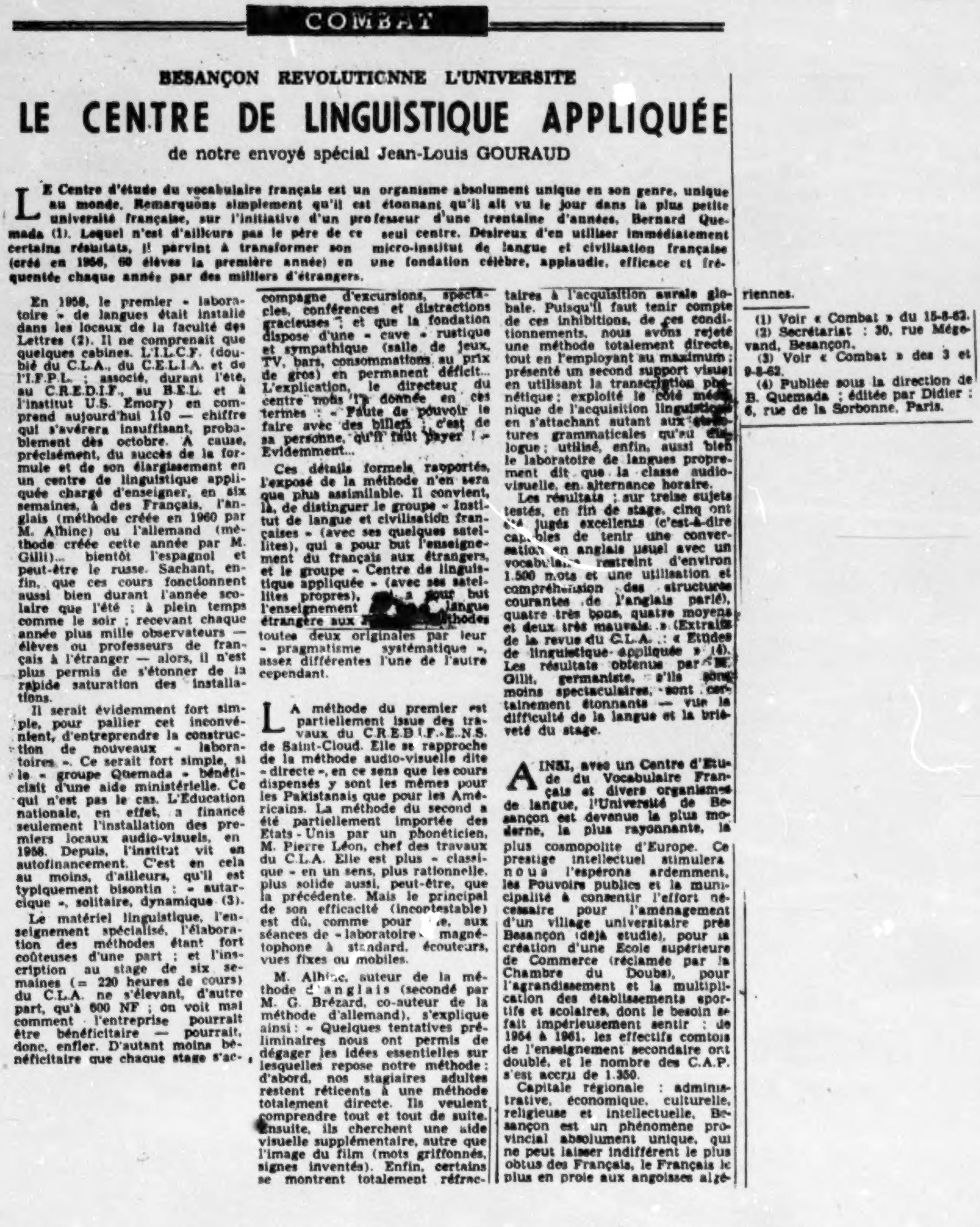
Autour de coupes de champagne et de plats de pâtisserie, les discussions allaient bon train, le Blanc côtoyant le Noir, l'Américain du Nord bavardait avec l'Américain du Sud (car tous les États ou presque sont représentés), etc.

Les spécialités françaises, fort appréciées d'ailleurs, contribuaient fort à resserrer les liens et à mettre chacun d'excellente humeur. Puisse la découverte de notre région leur laisser, malgré les longues heures de travail, un excellent souvenir de Besançon et de la France !

M. Lévy, consul des U.S.A. à Strasbourg, s'entretient avec M. Quemada, directeur de l'Institut de langue et civilisation françaises

Tandis que les professeurs dégustent les coupes de champagne, M. Lévy, consul américain à Strasbourg (à gauche) bavarde avec ses compatriotes

The reception of French Institute participants by the Rector of the University of Besançon, July 17, 1962 (LES DEPECHES, July 18, 1962).



COMBAT

BESANÇON REVOLUTIONNE L'UNIVERSITE

LE CENTRE DE LINGUISTIQUE APPLIQUÉE

de notre envoyé spécial Jean-Louis GOURAUD

LE Centre d'étude du vocabulaire français est un organisme absolument unique en son genre, unique au monde. Remarquons simplement qu'il est étonnant qu'il ait vu le jour dans la plus petite université française, sur l'initiative d'un professeur d'une trentaine d'années, Bernard Quemada (1). Lequel n'est d'ailleurs pas le père de ce seul centre. Désireux d'en utiliser immédiatement certains résultats, il parvint à transformer son micro-institut de langue et civilisation française (créé en 1956, 60 élèves la première année) en une fondation célèbre, applaudie, efficace et fréquentée chaque année par des milliers d'étrangers.

En 1958, le premier « laboratoire » de langues était installé dans les locaux de la faculté des Lettres (2). Il ne comprenait que quelques cabines. L'I.L.C.F. (doublé du C.L.A., du C.E.L.I.A. et de l'I.F.P.L. ; associé, durant l'été, au C.R.E.D.I.F., au B.E.L. et à l'institut U.S. Emory) en comprend aujourd'hui 110 — chiffre qui s'avérera insuffisant, probablement dès octobre. A cause, précisément, du succès de la formule et de son élargissement en un centre de linguistique appliquée chargé d'enseigner, en six semaines, à des Français, l'anglais (méthode créée en 1960 par M. Alhinc) ou l'allemand (méthode créée cette année par M. Gilli)... bientôt l'espagnol et peut-être le russe. Sachant, enfin, que ces cours fonctionnent aussi bien durant l'année scolaire que l'été ; à plein temps comme le soir ; recevant chaque année plus mille observateurs — élèves ou professeurs de français à l'étranger — alors, il n'est plus permis de s'étonner de la rapide saturation des installations.

Il serait évidemment fort simple, pour pallier cet inconvénient, d'entreprendre la construction de nouveaux « laboratoires ». Ce serait fort simple, si le « groupe Quemada » bénéficiait d'une aide ministérielle. Ce qui n'est pas le cas. L'Éducation nationale, en effet, a financé seulement l'installation des premiers locaux audio-visuels, en 1958. Depuis, l'institut vit en autofinancement. C'est en cela au moins, d'ailleurs, qu'il est typiquement bisontin : « autarcique », solitaire, dynamique (3).

Le matériel linguistique, l'enseignement spécialisé, l'élaboration des méthodes étant fort coûteuses d'une part ; et l'inscription au stage de six semaines (= 220 heures de cours) du C.L.A. ne s'élevant, d'autre part, qu'à 600 NF ; on voit mal comment l'entreprise pourrait être bénéficitaire — pourrait, donc, enfler. D'autant moins bénéficitaire que chaque stage s'accompagne d'excursions, spectacles, conférences et distractions gracieuses ; et que la fondation dispose d'une « cave » rustique et sympathique (salle de jeux, TV, bars, consommations au prix de gros) en permanent déficit... L'explication, le directeur du centre nous l'a donnée en ces termes : « Faute de pouvoir le faire avec des billets, c'est de sa personne qu'il faut payer ! » Evidemment...

Ces détails formels rapportés, l'exposé de la méthode n'en sera que plus assimilable. Il convient, là, de distinguer le groupe « Institut de langue et civilisation françaises » (avec ses quelques satellites), qui a pour but l'enseignement du français aux étrangers, et le groupe « Centre de linguistique appliquée » (avec ses satellites propres), [illegible] a pour but l'enseignement [illegible] langue étrangère aux [illegible] méthodes toutes deux originales par leur « pragmatisme systématique », assez différentes l'une de l'autre cependant.

LA méthode du premier est partiellement issue des travaux du C.R.E.D.I.F.-E.N.S. de Saint-Cloud. Elle se rapproche de la méthode audio-visuelle dite « directe », en ce sens que les cours dispensés y sont les mêmes pour les Pakistanais que pour les Américains. La méthode du second a été partiellement importée des Etats-Unis par un phonéticien, M. Pierre Léon, chef des travaux du C.L.A. Elle est plus « classique » en un sens, plus rationnelle, plus solide aussi, peut-être, que la précédente. Mais le principal de son efficacité (incontestable) est dû, comme pour [illegible], aux séances de « laboratoire » : magnétophone à standard, écouteurs, vues fixes ou mobiles.

M. Alhinc, auteur de la méthode d'anglais (secondé par M. G. Brézard, co-auteur de la méthode d'allemand), s'explique ainsi : « Quelques tentatives préliminaires nous ont permis de dégager les idées essentielles sur lesquelles repose notre méthode : d'abord, nos stagiaires adultes restent réticents à une méthode totalement directe. Ils veulent comprendre tout et tout de suite. Ensuite, ils cherchent une aide visuelle supplémentaire, autre que l'image du film (mots griffonnés, signes inventés). Enfin, certains se montrent totalement réfractaires à l'acquisition aurale globale. Puisqu'il faut tenir compte de ces inhibitions, de ces conditionnements, nous avons rejeté une méthode totalement directe, tout en l'employant au maximum ; présenté un second support visuel en utilisant la transcription phonétique ; exploité le côté mécanique de l'acquisition linguistique en s'attachant autant aux structures grammaticales qu'au dialogue ; utilisé, enfin, aussi bien le laboratoire de langues proprement dit que la classe audio-visuelle, en alternance horaire.

Les résultats : sur treize sujets testés, en fin de stage, cinq ont été jugés excellents (c'est-à-dire capables de tenir une conversation en anglais usuel avec un vocabulaire restreint d'environ 1.500 mots et une utilisation et compréhension des structures courantes de l'anglais parlé), quatre très bons, quatre moyens et deux très mauvais. » (Extraits de la revue du C.L.A. : « Etudes de linguistique appliquée » (4). Les résultats obtenus par M. Gilli, germaniste, s'ils sont moins spectaculaires, sont certainement étonnants — vue la difficulté de la langue et la brièveté du stage.

AINSI, avec un Centre d'Etude du Vocabulaire Français et divers organismes de langue, l'Université de Besançon est devenue la plus moderne, la plus rayonnante, la plus cosmopolite d'Europe. Ce prestige intellectuel stimulera nous l'espérons ardemment, les Pouvoirs publics et la municipalité à consentir l'effort nécessaire pour l'aménagement d'un village universitaire près Besançon (déjà étudié), pour la création d'une Ecole supérieure de Commerce (réclamée par la Chambre du Doubs), pour l'agrandissement et la multiplication des établissements sportifs et scolaires, dont le besoin se fait impérieusement sentir : de 1954 à 1961, les effectifs comtois de l'enseignement secondaire ont doublé, et le nombre des C.A.P. s'est accru de 1.350.

Capitale régionale : administrative, économique, culturelle, religieuse et intellectuelle, Besançon est un phénomène provincial absolument unique, qui ne peut laisser indifférent le plus obtus des Français, le Français le plus en proie aux angoisses algériennes.

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(1) Voir « Combat » du 15-8-62.

(2) Secrétariat : 30, rue Mégevand, Besançon.

(3) Voir « Combat » des 3 et 9-8-62.

(4) Publiée sous la direction de B. Quemada ; éditée par Didier : 6, rue de la Sorbonne, Paris.

Description of the organization of Besançon's Institute for French Language and Civilization, with reference to the Emory French Institute, appeared in the Paris newspaper Combat on August 22, 1962. This is the most detailed article to appear thus far in a nation-wide French newspaper.

APPENDIX I

1. Test results

APPENDIX I

Modern Language Association Testing Program (1962)

Name	Post-Test Scores		
	Listening	Reading	Writing
Baird, Frances H.	50	56	67
Bashour, Mildred V.	49	50	55
Birchard, Junius W.	40	57	45
Blum, Dorothy E.	39	51	48
Bouley, Albert E.	55	66	71
Bowers, Annie E.	50	50	56
Brana, Delia O.	(excused for health reasons) -----------		
Cameron, Marianne	43	56	64
Carnes, Marcia H.	44	57	60
Chenette, Alice C.	53	61	58
Chiara, James A.	47	62	60
Chrystowski, Madeline A.	45	56	61
Cochran, Dorothy R.	55	63	48
Copp, Marie W.	34	49	40
Corr, Evelyn C.	48	47	60
Côté, Paul E.	56	66	64
Denger, Mary K.	42	54	47
Eaton, Janet I.	48	59	55
Ferry, Jean M.	50	64	60
Flint, Katherine E.	51	65	72
Ford, Helen C.	44	43	40
Frantz, Leona M.	49	47	50
Frenoy, Fortune C.	50	57	56
Gatineau, Georgette L.	56	59	61
Gilliland, Wanda L.	48	37	44
Guenette, Paul G.	55	63	68
Gugli, William V.	55	64	69
Gurka, William M.	51	56	62
Harper, C. Paul	41	49	45
Hatchel, Robert E.	34	29	29
Horan, William P., Jr.	55	57	47
Hunt, Raymond	52	60	57
Ingels, Mary K.	43	46	45
Johnson, Mary Rowan	52	66	64
Kanaris, Thelma M.	48	46	46
Koplik, Ruth	54	65	61
Lamb, Frances G.	44	56	58
Lanzarone, Rose	55	67	72
Leblanc, Marcel J.-P.	56	68	66
Ledet, Laise M.	54	57	58
Lemaire, Hervé	56	66	71
Lévesque, Helen L.	54	56	59
Lewis, Lawrence B.	55	65	66
Long, John C., Jr.	46	58	52
Lowe, Graham P.	44	51	50
Lundy, Patrick A.	49	63	69
McCann, John J.	52	61	64
Magnoli, Marilyn A.	53	63	64

Name	Listening	Reading	Writing
Mandera, Franklin R.	49	58	53
Martin, Claude G.	56	67	67
Masson, Theodore T.	52	53	51
Matthews, Marjorie M.	51	62	67
Mengali, Eileen M.	49	61	54
Mlekush, Florence M.	35	35	31
Montgomery, Dolores A.	49	46	52
Morrell, Evelyn R.	51	54	44
Necci, Frank C.	48	53	48
O'Connell, John P.	54	69	67
Piercey, Hectorine A.	50	49	44
Prekeris, Felicia D.	56	69	68
Reed, Medora K.	41	43	42
Robinson, Nordelle M.	54	59	51
Schliess, Hermann P.	45	43	45
Shirley, Nancy R.	54	60	58
Shumway, Mary Ann	50	53	44
Smith, Alfred N.	51	47	48
Solon, Joan M.	56	57	60
Stratton, Cynthia	52	52	55
Sullivan, Edmund A.	49	47	45
Thomas, Mary Bess	50	57	59
Thomas, Nancy Smith	51	49	59
Trova, Saundra V.	46	44	42
Van Dorn, Howard W.	53	60	52
Vessels, Sarah F.	50	62	61
Wehner, Regina M.	47	44	46
White, Annie Lou	41	63	64
Wilkins, Wynona H.	47	65	56
Woolford, Marion M.	40	53	42
Yagi, Karuko	51	59	61

Test Identification	Total	Sum of Converted Scores	Sum of Conv. Scored Sq.	Mean	Sigma
1412	78	3832	190520	49.1282	5.3836
1432	78	4357	248807	55.8590	8.3432
1442	78	4320	246612	55.3846	9.7076